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TUTOR IN A BAG: REACHING STRUGGLE READERS

A Capstone Experience/ Thesis Project

Presented in Partial Fulfillment of the Requirements for

the Degree Bachelor of Arts with

Honors College Graduate Distinction at Western Kentucky University

By

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2017

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ABSTRACT

Tutor in a Bag is a tutoring program designed to match novice adult tutors with struggling early readers. The program trains tutors with varied backgrounds to work with struggling readers using evidence-based instructional strategies and data collection methods. Tutors attended an initial training session to receive materials, practice each component of the lesson plan, and to receive fundamental training on use of reading games and strategies supporting solid reading instruction at a brisk pace. Each designated struggling reader was paired with a tutor for 10 weekly, thirty-minute sessions driven by each student's individual needs. Support for the tutors was provided at each session. Data collection included pre and posttests, tutor feedback, and student interviews.

Keywords: struggling readers, tutoring programs, kindergarten readers, early literacy, kindergarten readiness

Dedicated to all of my future students.

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CHAPTER 1

Introduction

Fieldwork is part of teacher training and can lead new teachers to look for innovative ways to help students learn. In the fall semester of my sophomore year I began an honor's project in my first literacy course, Literacy 320. I started to tutor a kindergarten student once a week for thirty minutes. The classroom teacher gave me three activities to work on with the student; reading a familiar book, reading two new books, and working on letter knowledge. The student was to read the familiar story and I was to help him figure out challenging words. To work on letter recognition two main activities were used: alphabet bingo and letter or word sorts. With these limited instructions I often felt overwhelmed and discouraged while watching the student struggle and often felt inadequate to further help him succeed. Observing other similar students while tutoring, I started to question how well kindergarten students are prepared for school. Was there a need for a tutoring program to help?

According to the Kindergarten Readiness State Summary (2016) 50 percent of all students who enter Kindergarten in Kentucky are not prepared for kindergarten content. Students who come from poverty are not as prepared as other Kindergarten students. The Kentucky Poverty report of 2016 indicates that 19.1% of Kentuckians have incomes below the poverty line. Students who come from poverty tend to need more academic support. A key area that needs reinforcement is reading and reading readiness. Reading is one of the most important skills that students need to be successful in any academic content area (Heller, 2012). Pre-reading skills need to be strengthened for entering

Kindergarten students who are at-risk. Early intervention can help students catch up. The idea of creating a tutoring program with materials and training began to grow.

The goal of this paper is to look at the effectiveness of a tutoring program designed for at-risk Kindergarten students in a local school where 64% of entering students were not prepared for Kindergarten according to the Kindergarten Readiness State Summary (2016). The project began with research on early reading skills vital to successful reading. After determining the focal reading skills, effective instructional strategies were investigated that could be taught to novice tutors to help students improve reading skills. I also researched existing effective tutoring programs for components to incorporate into my tutor model. Collaboration with a local elementary school with a large number of struggling Kindergarten readers was developed. I presented the idea to the principal who invited the tutoring program concept to his school. Research activities were designed and condensed into the creation of the program Tutor in a Bag: Reaching Struggling Readers. Approval from faculty mentors and the Institutional Review Board were gained. The program was implemented from August 2015 through May 2016.

CHAPTER 2

Literature Review

There are many factors that impact a child's successful acquisition of literacy skills. These factors include access to print or books, early interactions with adults in reading (McIntyre, Hulan & Layne, 2011), experience with books and positive interactions with reading (Brinda, 2011), and adult and family literacy levels (Graham, 2010). Research has shown students who have entered Kindergarten without this background require a systematic approach to reading (Spear-Swerling & Cheesman, 2012). Knowing that students have different factors that affect their reading ability, it was important to see what reading skills are most critical to early readers. An early reading intervention should include work with four early reading skills: concepts of print (Church, 2005; Cunningham, 2000; Valencia, 1997), letter name knowledge (Valencia, 1997), phonological/phonemic awareness and phonics skills (Valencia, 1997), and sight words (Valencia, 1997). Reaching students through one-on-one tutoring enables tutors to meet individual needs is an effective way to support students' academic growth (Vadasy, Jenkins, Antil, Wayne, & O'Connor, 1997).

Early Reading Skills and Instructional Strategies

Successful readers incorporate early reading skills including concepts of print, letter knowledge, phonological/phonemic/phonics awareness and skills, and sight words. These concepts together build students' skills in reading (Reutzel & Cooter, 2012;

Temple, Ogle, Crawford, & Freppon, 2010). An effective tutoring program should introduce and teach each literacy area using research-based strategies that will help build students' skills.

Concepts of Print. Concepts of print include recognizing the parts of books such as back, front, pages, title, pictures, etc. It also involves learning how to turn pages and find pictures, how print is read from left to right and top to bottom (Church, 2005; Cunningham, 2000; Valencia, 1997), and the notions that print is in our environment, matches a voice, and carries a message (Valencia, 1997). All of these major concepts of print are important to the new reader.

There are many research-based strategies for teaching concept of print. One effective way to check a child's understanding of these is through an interview with a book. The teacher asks the child to show him or her the cover, the back, show how to turn the pages, and other such items (Temple, Ogle, Crawford, & Freppon, 2010). Another way to teach concepts of print is to have students make their own books. This allows students to get hands-on opportunity to learn about the parts of books (Valencia, 1997). Having hands-on strategies for students to familiarize themselves with books is an effective way for students to comprehend how reading works. Young students are encouraged to pretend to read familiar books by telling the known story while looking at the pictures. Students must also learn about letters.

Letter Knowledge. Letter knowledge is another basic skill that students must master to become successful readers. According to Cunningham (2000), letter knowledge is the ability to identify the letter by name in both upper and lower case letters as well as using various fonts. Students must also recognize and associate lowercase and upper case letters together (Cunningham, 2000; Hieber & Fisher, 2007). Once students recognize and name the letter, they must learn a set of relationships between a letter and its common sounds.

Research-based strategies to teach letter names should use repetition with hands-on activities and games. Reutzel and Cooter (2012) recommend activities that require students to match upper case and lower case letters. Flash cards, alphabet books, Bingo, matching letter formation through different medias, and songs or chants are also useful. To work on sounds, Jenkins and Colleagues (2000) suggests that students say the sounds as the teacher points at the letter. Vadasy (1997) suggests introducing one or two new letters at each session. In each session the tutor can point to the letter, say the sound, and then have the student write the letter in response to the teacher saying the sound (1997). Cunningham (2000) recommends that teachers use the letters in the child's name when starting to teach letters and sounds. Another recommended strategy from Cunningham is the use of writing to practice letter and sound relationships. For example, have students use white boards, markers, or another media to write letters then repeat the sound of the letter allowing the student to see and build the relationship between the written letters and their sounds.

Phonological/ Phonemic Awareness and Phonics Skills. The ability to manipulate sounds is critical to reading. “Phonological awareness is the understanding of different ways that oral language can be divided into smaller components and manipulated” (Chard & Dickson, 2015, What is phonological awareness? Section, para. 1). Phonological reading skills are highly correlated with general word reading ability (Jenkins, Firebaugh, & Profilet, 2000). Students should be able to break spoken language into sentences, words, syllables, rhymes, onset and rime, and individual phonemes (Chard & Dickson, 2015; Fox, 2012). One component of phonological awareness is phonemic awareness.

Phonemic Awareness is the understanding that spoken words are made up of individual sounds that can be blended together to make words (The National Reading Panel Report, 2000). Phonemic awareness has been described as the “manipulation of sounds” (Cunningham, 2000, p. 6) and “the understanding of the structure of spoken language” (Griffith & Olson, 1992, p. 498).

There are specific manipulations within phonemic awareness that will benefit early readers. These include blending, segmenting, deleting, and substituting phonemes. An example of blending phonemes together is saying “What word am I trying to say? Dddddd...oooooog; dog.” Segmentation can happen one of three ways, first sound isolation, “What is the first sound in dog?, /d/.” Second, use the last sound isolation, “What is the last sound in dog?” /g/. And finally, all sounds heard in order “Tell me each sound you hear in dog?” /d/, /o/, and /g/.

Another way phonemes can be manipulated is through phoneme deletion. Deletion looks like, “What would I have left if the /h/ was taken away from hat?” /at/.

Phoneme deletion can happen at the initial or final sound of a word. The final manipulation is substitution. A substitution example would be, “What word do we have if we change the /h/ in hat to /r/?”

Some methods or strategies to teach phonemic awareness skills use activities that utilize words with similar beginning sounds (Wasik, Cooke, Kretlow, & Helf, 1998 & 2009). For example, have students sort words and sounds based on initial letters or sounds. Resources that can be used to teach phonemic awareness about similar sounds include nursery rhymes, chants, and rhyming books. According to Fox (2012), there are many other strategies to help teach phonemic awareness skills such as stretching sounds, where the teacher says a word slowly, or blending the sounds, where students listen for the sounds and identify each one after the teacher finishes. Sound stretching helps students identify individual sounds in words. For example, having the student sound out the word, then slowly say the sounds heard in the word /m-a-p/, /p-l-a-n-t/, or /s-p-ee-k/, and finally quickly read the sounds to say the word. For example, *map*, *plant*, and *speak*. Various activities with picture-sound-letter sorts are also useful. In this approach students sort pictures according to shared sounds and then identify the letter(s) that represent the shared sounds. For example, ran, can, fan. The letters that represent the shared sounds are /an/. Word sorts are activities in which students are given a group of words and the requirements for sorting them. Picture-sound-letter sorts can focus on beginning or ending sounds and teach students to associate sounds with letters. For example, students could be given the endings /-at/ and /-an/. Students are then given pictures of items such as bat, cat, can, man, rat, hat, ran, and fan. Students then identify what the picture is, figure out the ending sound and then sort accordingly to the two ending sounds given.

Another strategy that Fox (2012) describes is tapping sounds, this strategy helps with segmenting sounds. The teacher says a word and the student taps using a finger or pen once for each sound heard.

Griffith and Olson (1992) suggest using rhyme and alliteration activities to teach phonemic awareness. These activities require students to identify the odd word, or the word that is not like the others, based on sound and letter patterns. For example, students could be given words that have long /a/ and short /a/ sounds. Students would have to sort the words into long /a/, and short /a/ sound categories. Through these different strategies students can learn to manipulate sounds in a variety of ways. Students use their skills of manipulating sounds when learning to decode words.

Students learn to recognize how the letters and sounds form words through the study of phonics. “Phonics refers to the systematic correspondence between letters and sounds” (Johnston, Invernizzi, & Juel, 1998, p.168). In order for students to develop phonics skills, explicit teaching is needed to learn and develop the skills (Dahl, Scharer, Lawson, & Grogan, 1999). As students gain a grasp on letter-sound correspondence, they can more easily decode words in reading and see how words are formed from such relationships.

There are several different effective and research-based instructional strategies for teaching phonics to struggling students. These include word sorts, word building activities such as making words with letter tiles, and alphabet matching activities (Cunningham, 2000). Students can be asked to sort based on initial, medial, or final sounds or letters. Building words involves manipulating letters or sounds to make new words. For example, students are given a word such as cat and asked to change the first

letter to make a new word. The student changes the initial letter from a *c* to a *b* and reads the new word, /bat/. For alphabet matching students can practice matching upper and lower case letters through different activities such as puzzles, tiles and drawing lines on matching worksheets. Fox (2012) suggests the use of “word family sorts”. For example, in this strategy students are given three categories of short /a/ words: *mat*, *pan*, and *nap*. Then they are given other words such as “*can*, *cap*, *rat*, and *sat*”, and asked to categorize them into families under the original three words. Another strategy is to use rhyming activities where the initial letter is changed to make a new rhyming word (Cunningham, 2000). Presto-chango is a strategy in which students substitute sounds to make new words, working on building letter-sound association. For example, have students use letter tiles to build *mop*. Have students read the word. Then ask the students to change the *o* to an *a* with the letter tiles. Students then should be able to read the new word *map*.

Such activities help students build the relationship between letter sounds and the corresponding letters and words. Phonics knowledge allows students to decode words. There some words that students will not be able to decode with their phonics skills; these words are called sight words.

Sight Words and High Frequency Words. Early readers must begin to memorize sight words to gain fluency in reading. “Sight words provide the ‘glue’ for putting other words together in a meaningful sentence. Sight Words are often phonetically irregular and for this reason, beginning readers may have difficulty decoding and spelling those words” (Johntston et al., 1998, p.168). A few examples of sight words are: *do*, *was*, *all*, *have*, *are*, *what*. Other words that are useful to early readers are high frequency words, which occur at a high rate in reading. High frequency words are words

that can be sounded out phonetically and can be identified quickly. Decodable sight word examples are: did, at, get, it, am. For ease of communication in this study, high frequency and sight words will both be called Sight Words. (Dolch, 1948 & Fry, 1996).

Automaticity of sight words frees students' attention from decoding and allows them to focus on the meaning of the text (Cunningham, 2000), which also improves fluency. With many sight words not aligned with phonetic rules it is important that students memorize these words. In order to do this repetition and practice with each sight word is important. Reutzel and Cooter (2012) provide ways to motivate and interest students to practice these words through games and various materials. Games suggested include matching sight words or sight word Bingo. Ideas to use varied materials include magnet letters, writing on a white board, writing crayons or markers, or even in the air. There are also many fun and interactive online games and Apps that are meant to build sight word knowledge.

Successful Tutoring Programs

A review of successful tutoring programs helped in the creation of Tutor in a Bag: Reaching Struggling Readers. Several successful tutoring programs were examined to glean the most salient and useful aspects of a tutoring program for struggling Kindergarten students in the delivery of the four literacy components selected. Three successful and effective tutoring programs were selected for review: Book Buddies (Johnston, Invernizzi, & Juel, 1998), Tutoring Program for Culturally Diverse Students (Moore-Hart & Karabenick, 2009), and Community Tutors For At-Risk Beginning Readers (Vadasy, Jenkins, Antil, Wayne, & O'Connor, 1997).

Book Buddies. Book Buddies was a one-on-one tutoring program that was based on volunteers serving as the tutors with a site coordinator to assist the tutors (Johnston, Invernizzi, & Juel, 1998). The tutors had an initial training and most of the materials were provided in a tutoring box kept on site. The program focused on first grade students with emphasis on reading, writing, and phonics. Each tutor focused on their student's individualized needs. Tutors for Book Buddies were first given an initial training where all the information and content was provided, then after each session the site coordinator allowed time for questions and concerns to be discussed. The site coordinator provided feedback on what was observed. Tutors met with their students at least twice a week. Each week the tutors broke the sessions down into four parts: rereading familiar materials for 10 to 15 minutes, word study and phonics for 10-12 minutes, writing for letter sounds 5 to 10 minutes, and then reading new materials for 10-15 minutes (1998). Book Buddies reported that the program became stronger over time. "In the fifth year of the program, 88% of all first-grade Book Buddies children scored at the mid-to end-first grade level on the Wide Range Achievement Test, a standardized, norm-referenced test of word recognition" (Johnson, Invernizi, & Juel, 1998, pg. 6).

Tutoring Program for Culturally Diverse Students. The Moore-Hart Tutoring Program for culturally diverse students had weekly training sessions for 30 weeks for their tutors (2009). The tutors were offered support at these weekly meetings. The tutor met with their student two to four times a week. Their goal was to improve literacy skills and confidence of each student. The program emphasized how important it was for the tutor to read to the students so they had an accurate model of reading and fluency. In each session the tutors would read a book to the student and discuss the book with the student

for 15 minutes. Next the tutor would lead some writing activities to have the student practice writing skills for 5 minutes. The last ten minutes of the session was focused on word building strategies. Moore-Hart reported that their tutors were able to implement the program as designed and that tutors were able to explain how they used each strategy to reach the needs of their students. The program also reported that 70% of their students improved by at least one grade level equivalent.

Community Tutors for At-Risk Beginning Readers. Community Tutors for At-Risk Beginning Readers (Vadasy, Jenkins, Antil, Wayne, & O' Connor, 1997) also based its program on a one-to-one student-tutor ratio. An important ideal of this program was that “involving volunteers can improve educational outcomes” (p. 130). Each session was 30 minutes long with 6-8 activities in each session. Tutors had an initial training that included roleplay. The activities included: letter knowledge and beginning sound instruction, rhyming, auditory blending, segmenting, spelling analogy use, story reading, and writing. Once students mastered basic skills the focus on those beginning activities were phased out. All materials were provided for the tutors. Follow up training was provided throughout the program. This program based their findings on comparing students that were tutored against students that were not tutored. Students that were tutored overall performed better on the posttest than the students who were not tutored, the students who were tutored showed the most improvement in pseudoword, or made up words, reading and spelling measures.

Each of these programs included four common components. First, training and support for the tutors was given initially and throughout the whole program. Tutors were trained both on content and student management. Next, each program had a goal and

specific ideas that a program focused on each individual student's needs. Each program also had an individualized one-on-one ratio that met on at least a weekly basis. Finally, each had a program administrator who provided regular support to tutors throughout the sessions.

The purpose of Tutor in a Bag was to create an effective tutoring program for at-risk Kindergarten students. The literature reviewed here indicated that tutors of varying abilities and backgrounds can be effectively prepared for successful tutoring if provided with effective materials and literacy strategies.

Through Tutor in a Bag: Reaching Struggling Readers the following questions were investigated: What elements are supportive of an effective after-school tutoring program for struggling Kindergarten students?, What training is effective for tutors of struggling Kindergarten students?, What tools and materials are most useful to tutors in working with struggling Kindergarten students?, and How do Kindergarten students who struggle with reading see themselves as readers and learners in terms of the tutoring sessions?

CHAPTER 3

Methodology

In this section the methods used in this study will be discussed including characteristics of participants, how they were chosen, the instruments used to collect and record data, materials used, and the procedures of implementing the program. The purpose of this project was to develop a tutoring guide to meet individual needs of at-risk kindergarten readers and tutors with zero to limited prior teaching experience. This is a qualitative case study of a pilot tutoring program in one elementary school serving a low-income community. The program was implemented in two cohorts, fall and spring. Over the two cohorts there were nine participants who received ten tutoring sessions in each cohort in which they participated.

Participants

At the participating school, fewer than 40 percent of entering kindergarten students were deemed ready for Kindergarten by the Kindergarten Readiness State Summary (2016).

Student Participants. After agreeing to participate in this study the principal and kindergarten teachers recommended students to participate in tutoring. Recommendations were based on the Brigance Kindergarten screener as well as knowledge of parents who may be willing and interested in allowing their children to participate. Although not a requirement for participation, many of the participants were students who attended the afterschool program. All names included are pseudonyms. Each student was five years

old upon entering the tutoring sessions. One student, Dylan, dropped out after two sessions for unknown reasons.

Table 1

Student Information

Name	Cohort	Gender	Race
Payton	Fall & Spring	Male	Caucasian
Bailey	Fall & Spring	Female	Hispanic
Oliver	Fall	Male	Caucasian
Dylan	Fall	Male	Caucasian
Adam	Spring	Male	African American
Matt	Spring	Male	African American
Vivienne	Spring	Female	Asian American

Tutor Participants. Tutors were solicited and selected from the Western Kentucky University and Bowling Green communities. Table 2 includes details on each tutor using pseudonyms.

Tutors were contacted by members of the thesis committee in classes in the School of Teacher Education, a campus ministry, personal contacts, and area churches. Solicitation was in the format of email, project presentation and personal communication asking for volunteers. Some tutors were elementary education majors who had taken only introductory education courses. Two tutors had no formal education training. Three

potential tutors were turned away due to scheduling conflicts that could not be accommodated.

Table 2

Tutor Information

Name	Education Level	Major if applicable	Race
Abby	Junior	Elementary Education	Caucasian
Maddie	Junior	Special & Elementary Education	Caucasian
Kayla	Bachelors degree		Caucasian
Emily	Freshman	Elementary Education	Caucasian
Kaitlyn	Sophomore	Special Education	Caucasian
Ava	Freshman	Elementary Education	Caucasian
Jessica	Sophomore	Elementary Education	Caucasian
Sarah	Freshman	Psychology	Caucasian
Vanessa	Sophomore	Elementary Education	Caucasian

Both tutor and student participants were solicited at the beginning of each semester.

Tutors completed a two-hour training that was administered according to a training protocol with 100 percent fidelity. Two tutors joined the program after the formal training in the second cohort had occurred. The training was still administered according to the

training protocol but without the experience of practicing all of the games. Tutor-student pairs were matched. In the first cohort the pairs were chosen randomly due to limited experience with tutors and students. Two students participated in both cohorts and the program supervisor had prior experiences with more of the tutors. Therefore, prior knowledge was used to form pairs in the second cohort. Table 3 includes lists of the tutor and student pairs in both cohorts.

Table 3

Tutor-Student Pairings

Fall Cohort		Spring Cohort	
Tutor	Student	Tutor	Student
Abby	Oliver	Kaitlyn	Adam
Maddie	Bailey	Ava	Matt
Kayla	Dylan	Jessica	Bailey
Emily	Payton	Sarah	Vivienne
		Vanessa	Payton

Before tutoring began, approval was obtained from the Institutional Review Board. See Appendix A for the project proposal. The IRB insured that procedures were in place to protect participants and to maintain confidentiality. In addition, tutors, students, and their parents agreed to participate and signed consent forms. For additional support, letters of support were written from the cooperating principal and district superintendent to ensure support from the school and district in the implementation of the program.

Instruments & Materials

Instruments used in this study included Pre and Posttests to assess students' reading skills, the Kindergarten Semi-Structured Interview, and tutor surveys. Materials used included lesson plan templates, backpacks filled with program materials, and anecdotal notes about each session.

Pretest and Posttest. A variety of assessments were administered to learn about the student participants' strengths and areas of need related to reading skills. To evaluate the areas of letter recognition, sound identification, and phonemic awareness, the CORE Phonological Segmentation Test, CORE Phoneme Segmentation Test, and CORE Phonics Survey Assessments were administered (Diamond & Thorsnes, 2008). The CORE Phonological Segmentation Test assesses student's ability to break sentences into words, words into syllables, and words into phonemes. The CORE Phoneme Segmentation Test assesses the participant's ability to break words down into sounds. The CORE Phonics Survey assesses students' knowledge of letters, letter sounds, and their ability to decode phonics patterns. These assessments built our knowledge of students' overall reading abilities. Based on the assessment results and other effective programs, materials to address the major components of the program were gathered and placed into each tutoring backpack.

Backpacks & Contents. Each backpack contained sixteen different games from the Florida Center for Reading Research (Florida State University, 2014). See Appendix F for a complete list of games. These games reflect research-based practices that help students build on the four important literacy components chosen: concept of print, letter knowledge, phonological /phonemic awareness and phonics skills and sight words. The

games addressed skills such as rhyming, manipulation of sounds, and letter name recognition. The backpack also included materials to enhance or provide diverse activities such as: white board and markers, dry erase pocket, alphabet bingo game, ABC puzzle, sight word flash cards, alphabet flash cards, crayons, glue, counters, dice, and stickers. For tutors who needed assistance with behavior management, a sticker chart was developed to reward students and to motivate them to follow the agenda of each session and receive a small reward at the end of each section of the lesson. If students got a sticker in each section on their chart, they received a reward of a larger sticker, pencil, or eraser at the end of the session. The Sticker Chart can be found in Appendix G. The budget and table of materials used to create the backpacks can be found in Appendix H.

Lesson Plan Template. A lesson plan template was developed to guide tutors through activities in each session. Lesson plans were used in other successful tutoring programs as a way to keep tutoring sessions on track and tutors organized. In this study, tutors completed a lesson plan before each session. This document can be found in Appendix I. The lesson plan was developed to include practice with reading skills beneficial to early readers. The lesson plan included five sections: *Setting the Stage*, where the tutor asked about the student's day and/or week to establish rapport; *Games*, to learn and practice phonological and phonemic awareness skills; *Letters and Sounds*, where students worked on recognizing letter symbols and the corresponding letter name and sound; *Wonderful Words*, to practice and master sight words; and *Open Pages*, where the tutor selected and read a book aloud based upon the student's interest. Tutors prepared, planned, and wrote down the activities for each session and then added feedback after the activity was completed. Their feedback helped identify areas of

continued need and what materials or assistance the tutors required for future sessions from the administrator.

Kindergarten Student Voice Semi- Structured Interview Questions. In addition to tutor feedback, it was important to gain student feedback. A student voice interview was conducted upon completion of each cohort. Students had large emoticons (smiley face, neutral face, mad/sad face) to hold up after each question to indicate their responses. The researcher asked the questions and documented student emoticon choice and any verbal responses that the student volunteered. Questions asked students how they felt when they did well, how they felt when they completed each section of the lesson plan, how they felt when they were with their tutor, and what their favorite part of tutoring was. This instrument is shared in Appendix D.

Tutor Survey. The third instrument used was the tutor survey. Tutors completed this after the final tutoring session of their cohort. This instrument is shared in Appendix F. This survey asked questions related to the tutors' experience and solicited suggestions for program improvement.

Anecdotal Notes. As administrator, I took anecdotal notes during every session as I observed the tutors and students. These notes were used to provide support to the tutors as well as to gain more insight into how each student was developing literacy skills. Notes on behavior and its effect on the success of the session were also made. The anecdotal notes can be found within the Individual Student Cases in Appendix J.

Procedures

Specific steps were followed in the implementation of this project including cooperation with the local school, training tutors, setting expectations for tutoring sessions, and the conclusion of each cohort.

Cooperation from local school. The local principal and teachers helped to refer students to the program based on test scores, and experiences with the students in their classroom. Teachers also assisted with collection of parent consent forms and initial communication with the parents about their students participating in the program. The principal provided a room in the school that was designated for the tutor program that would not disturb other school activities. The room provided was large enough where each tutor-student pair could have their own space, yet still be close enough to be monitored from the on-site administrator. Collaboration from the school was also needed in allowing the on-site supervisor to come prior to each cohort and at the end of each cohort to administer the pre and posttests to students. Additionally, the school provided support in the form of the afterschool supervision for several students. For the students that were in the afterschool program a plan was implemented where students would first check-in with after school, come to tutoring, and then be returned by their tutor to the after school program at the conclusion of the session. For students whose parents picked them up after the sessions, the school provided parents with the information on where they needed to pick their child up, provided the on-site supervisor with approved adults that could pick-up each student, and provided a staff person that would stay with students if a parent was late for pick-up.

Tutor Training. Before tutors began meeting with clients they were trained on the overall program, reading components, expectations, and how to use the materials.

The two hour tutor training was developed and approved by the thesis committee. Delivery of the training was practiced with the thesis committee. Following an administration protocol, 100 percent of the training was delivered at each session. A copy of the Training Protocol can be found in Appendix C. The Tutor in a Bag training included an introduction consisting of getting to know one another, myself, and the background on the project. Tutors then completed confidentiality training which was created and approved by a local school district to train volunteers. This was completed to insure the security of students. Tutors learned about the location of the sessions and expectations of their role and professional conduct in a school setting. The lesson plan was introduced and each component was practiced. Tutors were told that they could adjust the order of the lesson plan to meet the needs of their students, however, tutors were to complete each part of the lesson plan each session. With each section the corresponding games and activities were discussed one by one and tutors learned how to play each of the games. Next, the remaining materials in the backpacks were discussed. Tutors then signed a form indicating that they would protect and return all parts of the backpacks. The tutors also signed consent forms at this gathering. Pre-test data was provided to each tutor so lessons could be specifically designed for each student. Tutor training occurred before each cohort, fall and spring. Two tutors joined the program after the formal training in the second cohort. The training was still administered according to the training checklist but without practicing all of the games.

Tutoring Sessions. Tutoring sessions were consistent in weekly time and location so that the students and tutors could fall into a routine with the program. Sessions occurred on Tuesday afternoons from 3:00-3:30 at the participating school. Additional

support was provided to tutors through observation and feedback. Following each session, the tutor turned in their lesson plan with notes on student progress with games or activities. I was the on-site supervisor and took notes at each session, observed how the tutors led the activities, and observed the student's strengths and weaknesses when working on the activities. After each session I reviewed the lesson plan, the notes, and provided feedback to the tutors on ways that they could better serve their students.

Acquiring Feedback at the Conclusion of Cohorts. In addition to the feedback collected throughout each session, feedback was also collected at the end of each cohort through posttest, Kindergarten Student Semi-Structured Interview, and a Tutor Survey. In the Kindergarten Student Semi-Structured Interview, student participants were asked to use the same emoticons from the sessions to answer questions about the program. Questions included items about what they liked and disliked about the program, how they felt during each part of the sessions, and thoughts about themselves as readers. On the same day, students were also administered a posttest. The posttest was the same as the pretest and was used to measure student growth over the cohort in the different literacy skills. To gain additional feedback from tutors, a tutor survey was administered. These surveys were anonymous so participants could feel comfortable answering freely about suggestions for the program.

CHAPTER 4

Results

The following section organizes data into results that answer each of the research questions. This study sought to determine what makes a productive tutoring program for at-risk early readers. The questions that I attempted to answer were:

- A) What elements are supportive of an effective after-school tutoring program for struggling Kindergarten students?
- B) What training is effective for tutors of struggling Kindergarten students?
- C) What tools and materials are most useful to tutors in working with struggling Kindergarten students?
- D) How do Kindergarten students who struggle with reading see themselves as readers and learners in terms of the tutoring sessions?

Each research question above will be supported with data. The results will look at student growth, effective materials, training benefits, and how the students view themselves as readers.

What elements are supportive of an effective after-school tutoring program for struggling Kindergarten students?

The following table shows student growth from the pre to post assessment. In the letter category students were tested in upper and lower case identification. For sounds students were tested in consonant sounds, long vowel, short vowel, short vowel in CVC words, and consonants blends with short vowels. For testing phonological segmentation students were tested in segmenting sentences into words, words into syllables, and words into phonemes. Lastly, students were tested on High-Frequency word knowledge. Each student's knowledge and ability is categorized as increased, constant, or decreased based on the change of each student's scores from their pre to post test. If students only increased, stayed constant, or decreased in all sections of each area it is indicated once. If students varied in sections, the sections that the student varied is indicated.

Table 4

Student Growth

Participant	Letters	Sounds	Phonological & Phonemic Skills	High-Frequency Words
(Fall) Payton	Increase	Constant	Decrease in sentences into words.	Increase
(Spring) Payton	Constant	Constant	Constant	Increase
(Fall) Bailey	Increase	Increase	Constant	Increase
(Spring) Bailey	Constant	Increase in other areas Decrease in long vowels Constant in short vowel	Increase	Increase
(Fall) Oliver	Increase	Increase in other areas Constant in long vowels.	Increase	Increase
(Spring) Adam	Increase	Increase in other areas Constant in consonant blends with shorts vowels Decrease in long vowel sounds	Increase	Increase
(Spring) Matt	Constant	Increase in other areas Constant in long vowel sounds and consonant blends with short vowels.	Constant	Increase
(Spring) Vivienne	Constant	Increase	Increase	Increase

All students increased or stayed constant in all areas except for two students in the long vowel sounds and one student decreased in sentences into words. Participants actual scores are included in the individual student cases found in Appendix J.

The following data comes from anecdotal notes taken during observations of tutoring sessions. These notes help to understand the student as a whole. Understanding how students behaved and when they excelled or wavered helps to inform the question of which elements are most supportive to struggling Kindergarten students within a tutoring program.

Payton: (Fall) Payton preferred writing on the white board and choosing the order of activities for the day. The other activities that he consistently preferred overall were Alphabet Bingo and reading the book for the day. During the first cohort, his tutor completed 80 percent of the lesson plan 60 percent of the tutoring days. His tutor record on the lesson plan that she did not complete the *Open Pages* section twice. *Games* section once, and *Letters and Sounds* section once on the days she did not complete 100 percent of the lesson plan due to time restraint.

(Spring) At the end of the spring cohort, Payton enjoyed making his own sentences with the sight words that he was practicing. Both semesters, Payton increased in sight words showing that the practice that he did with sight words on the white board and making sentences helped him learn these words. During the second cohort, his tutor completed 80 percent of the lesson plan 90 percent of the tutoring days. His tutor record on the lesson plan that she did not complete the *Wonderful Words* section on the days she did not complete 100 percent of the lesson plan due to time restraint.

Bailey: (Fall) Bailey preferred to hold the book and flip pages while her tutor was reading to her and often wanted to start off by reading the book for the day. Her other preferred activities were Alphabet and Sight Word Bingo. Bailey increased in her knowledge of letters and sounds by a large amount in the fall cohort and in the **(Spring)** cohort she increased in her sight word knowledge. During both the first and second cohorts her tutors completed 100 percent of the lesson plan 100 percent of the tutoring days.

Oliver: Oliver always started each session by writing his alphabet on the white board. He wanted to do activities he could take home to show to his parents later. Oliver increased in his letter knowledge at the end of the first cohort. His tutor completed 80 percent of the lesson plan 90 percent of the tutoring days. His tutor recorded on the lesson plan that she did not complete the *Game* section on the days she did not complete 100 percent of the lesson plan due to time restraint.

Adam: Adam preferred to match items. For example, when successfully matching pictures with sounds he would often squeal with excitement. He preferred to draw or write on the white boards. This helped Adam with letter knowledge and phonological/phonemic awareness skills. His tutor completed 80 percent of the lesson plan 70 percent of the tutoring days. His tutor recorded on the lesson plan that she did not complete the *Game* section on the days she did not complete 100 percent of the lesson plan due to time restraint.

Matt: Matt often selected *Open Pages* and chose to find the words that he knew in the story and then read along with his tutor. He also liked to play the bingo games, helping him learn his letters and new sight words. When Matt's tutor did not complete

100 percent of the lesson plan, she completed 60 percent of sections in those sessions. Time restraints were the reason for not completing all parts of the lesson plan at each session.

Vivienne: Vivienne preferred reading books that her tutor brought and making her own books. She also often chose writing on the white boards. *Wonderful Words* was the last on the list other than *Open Pages*. However, this did not affect Vivienne's score in sight words. Vivienne made large gains in the words she as able to identify from pre to post-test. Forty percent of the time the lesson plan was completed at 100 percent, the other days the lesson plan was completed at 80 percent due to spending a lot of time having Vivienne read the book herself and often ran out of time.

Observing student growth in each of the four components shows which ones were more or less preferred and effective. Reviewing what students work on each session and comparing to their overall growth can show the effectiveness of the components. As tutors gained experience with the materials and the overall program, tutors gave advice on what worked and what they thought should have be included to help the effectiveness.

The table below includes feedback from tutors on what they thought could be improved in the program. Tutors suggested ideas about having more time to get to know their students more, more time to work on what they believe is most important for their students and not such a strict list of skills, room that would allow them to spread out more, and more meetings with the program facilitator. Tutors were also asked to give advice to future tutors and many of them suggested having patience, being prepared, and to enduring through the rough weeks.

Table 5

Tutor Feedback on Effectiveness

Tutor	What advice would you offer to future tutors of struggling Kindergarten students?	How could this experience be improved for future tutors?
Fall	Keep at it! It is so worth it. The kiddos will work if you encourage them properly.	No ideas at the moment.
Fall	I think that positive attitude is essential. Also, remembering to keep the experience fun for the student is important.	I think that tutoring experience could be enhanced if specific goals for the student were given to each tutor. For example, if the child's teacher identified a specific skill that needed work, the tutor could tailor the lesson plan to that need.
Fall	Be sure to know the correct way to pronounce letter sounds.	Maybe getting a little more time to get to know the student or know what they are currently learning in their classes so maybe the tutor can plan the lessons according to what they are learning.
Fall	It takes a lot of patience. Sometimes the student the student does not want to be there so you have to find ways to incorporate learning into fun activities/games.	To improve the experience for the tutors, I believe the need to get everything done on the list does not need to be enforced so much. I felt like once we started an activity, we could only work on it for a short time in order to allow time to finish all the other activities. Yes, all areas need to be worked on but those areas that weren't covered that week can be brought up the following week.
Spring	Practice, practice, practice. I have watched my student grow so much this past semester just because we kept practicing our sight words and what rhyming is and how to compare words by the sounds we hear.	Maybe setting up a classroom or room that can be utilized while tutoring. Granted, the program is at a school, the library or room with more tables could be useful for more tutors and there could be more room for the students to spread out with their tutors.

Spring	I would advise them to have plenty of activities prepared, and to be patient.	I thought the program was good as is, but I feel maybe more times with the kids would be helpful.
Spring	To be patient and every week focus on what the student is still struggling with, and don't be afraid to try new approaches to help them understand.	I would say increased training for future tutors and maybe meetings about tutoring between so many sessions, to regroup and refocus on the goal.
Spring	Don't get down on yourself. Just because a student is consistently struggling with the same concept does not mean that you are not a good tutor. It takes a few times to get to know the child and what things keep them motivated and what things discourage them. Once you figure out those two things, you will start to see more and more progress.	I think that the program is already wonderful! Like I said before, maybe some more activities that are more like games and more in depth description of the activities.
Spring	Stay firm in your disciplining, but let the student know that you still love them, it's just the behavior that you don't like.	Maybe add a section of training in where you talk about what to do when a student acts up.

Tutors are a great resource for knowing first-hand what is effective with students in each session. Additionally, based on tutor's experience they can provide advice on other materials and strategies that would be effective for their students.

What training is effective for tutors of struggling Kindergarten students?

To answer this question I collected feedback from the tutors. Tutors completed a survey following their initial training at which they participated in confidentiality training, learned about procedures of games for use in tutoring and received materials. The following table shares tutors' responses to that questionnaire.

Table 6

Effectiveness of Training

Tutors	Was training beneficial?	What is most exciting?	Appropriateness of training and tutor needs.	Remaining Questions.
Fall	Yes, I will be given an opportunity to gain experience teaching students one-on-one.	Gaining new skills and finding styles of teaching I like.	Yes. Every detail was explained and I feel I have the information I need.	N/A
	Yes!	Getting to know my kiddo.	Yes. Very informational & laid back.	What if we have conflicts and miss a session?
	Yes!	To be able to see the kids improve.	Yes. I was unsure what to do with the kids but now I know.	N/A
	Yes!	I look forward to helping a child develop a love of reading.	Yes.	Time management of the lesson plans?
Spring	Yes. I had no idea what to expect coming into this project, now I do.	I am excited to make a positive influence in a young person's life and gain experience in my future career.	Yes. Everything was explained well and the trainer was very specific. I now know what to expect and have a working understanding of what I will be doing.	N/A
	Very much so.	Meeting the child and helping them learn.	Yes, as I was shown the items as they were being explained.	Just the skill level of the student and how it will affect my lesson plan.

Yes	I feel excited that I will be more equipped to tutor a child.	Yes, it was a quiet environment and easy to focus.	The lesson plans and how detailed they should be exactly.
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The table above shows that tutors see the need for training in order to be effective tutors and they saw volunteering for the program was a benefit for their future careers and endeavors. The questions that tutors still had after the trainings related to time management of the sessions and how to schedule components for each session. Tutors liked explicit instruction for each activity and game to understand what should be done with each.

Following the final tutoring session for each cohort, tutors completed another survey about the program. Findings are shared in Table 7.

Table 7

Tutor Feedback on most and least effective aspects of training.

Tutor	Most effective	Least effective
Fall	All the already prepared activities and explanations.	All were effective and useful.
	At the initial training session, looking through all the games and materials was useful. Also studying the example lesson plan was very helpful.	No response given
	The most effective part of this was getting practice with letter sounds. I didn't realize how difficult it was to teach different name sounds.	Sight Words. I didn't really learn too much about teaching and learning sight words.

	I feel being able to tutor one-on-one with the same student every week was defiantly the most beneficial because they grow comfortable with you, therefore making it easier for them to participate and enjoy their time.	I believe the time length caused a sense of rush to get through all the activities for the day rather than having time to really focus on what really needed to be improved for the student.
Spring	Getting to understand and working with a student as active and goofy as my student. It taught me many strategies for classroom management and how to handle restless students.	Nothing in particular.
	The most effective was the explanation of all of the activities.	The least effective part of the training in some of the explanations were cursory.
	The most effective in the training was the instructions of the games.	The least effective in the training was knowing exactly how to divide the time between each “game”
	Since I joined the program late, my training was more brief. I think that it really helped when Lillie just went through all of the activities and their purposes.	I think it would have been more beneficial if I was able to go to the formal training.
	The explanation of the games so that I knew the point of the games.	Knowing what to do if my student acted up or started to cry.

Most tutors thought that explicit instruction of the games and activities were most beneficial for them to be successful in their tutoring. The most common comment from the tutor survey was the desire for additional resources for working on Sight Words.

Based on tutoring responses tutors preferred a step-by-step training for every aspect of the program. Tutors want more training on behavior management and time management of the overall session in order to be effective.

What tools and materials are most useful to tutors in working with struggling Kindergarten students?

To answer this question I collected data on the popular games used in the different sessions. The following tables list games and activities used by all of the tutors. These were the ones that were repeated more than three times by each tutor indicating that these were the games tutors found most useful in working on skills and which students preferred the most. Information shared under fall and spring indicate the number of times each was played out of the total opportunities within all of the sessions.

Table 8

Popular Games used in sessions

Games	Fall	Spring	Letters & Sounds	Fall	Spring	Wonderful Words	Fall	Spring
Matching Rhyme Time	6/30	20/50	Letter Recognition	5/30	10/50	Sight Word Flashcards	12/30	15/30
Rhyming A-Lot-OH	4/30	9/50	ABC Puzzle	6/30	11/50	Sight Word Bingo	3/30	11/50
Rime House	3/30	13/50	Alphabet Bingo	3/30	14/50	Wonder Word Activity Sheet	<i>Not a material in the fall.</i>	10/50

All games provided to tutors are listed in Appendix F. The above games were by each Fall and Spring sessions. Each of these games were used by tutors three or more times per cohort to work on different skills in each section of the lesson plans.

Feedback on which materials were most useful was solicited from tutors. Below is their feedback to this question, as well as their suggestions for added resources.

Table 9

Tutor Evaluation of Materials

Tutor	What materials did you find most useful to your tutoring sessions?	What do you wish had been included in the tutoring backpack?
Fall	The games and worksheets. I think that the games and hands-on activities are engaging to the children.	Stickers! Perhaps more colorful tutoring materials might be more interesting to the students.
	Most useful was letting the students use the dry erase board to get interactive with each mini lesson. Using the puzzle manipulatives is always a great way to great way to get the kids interactive.	Maybe a few more ways to help teach sight words.
	The build-a-skill activity where the student got to write his own words was most useful. Being able to write the words out himself, intrigued and interested him more in learning the words.	I wish there had been more activities based around forming/ spelling words. My student understood sounds, rhyming, etc, so I felt I had to repeat activities a lot so he would not be bored.
Spring	The bingo games. With sight words bingo, students are able to practice and learn new words and at the same time have fun while doing it. All of the phonemic awareness activities were very useful as well. I found the rhyming games most useful.	Everything in the backpack was pretty good. There isn't anything in particular that I wish to have seen in there. I wish there had been colorful and tactile activities.
	The prizes for the students were very useful in motivating and rewarding.	A key to some of the pictures used in the rhyming games.
	All the different activities that seemed more like games. The student I tutored stayed more on task when there was an objective to what we were doing.	I think a more detailed explanation of the different activities would have been helpful.
	The games and sticker sheets to keep my student on track.	I think that everything that was needed to tutor was provided in the backpack.

Tutors enjoyed the hands-on games and activities for student use. Tutors also enjoyed the prizes that they could use to reward and motivate their students throughout the sessions. Tutors wished more rewards would have been provided. They also indicated they wanted to learn additional ways to teach sight words. Tutors suggested that an answer key for certain games would have been helpful when playing certain games with their students.

After the cohort was completed tutors provided feedback on what they thought was effective in the program including their views on training and materials. From their responses it was clear that tutors who were in an education program agreed on the fact that this was a beneficial project for their future in education to better understand students, classroom management, and teaching literacy skills. Tutors liked how they were guided through each game and activity, however, some wished for more detailed explanations. Tutors also agreed that students may be more motivated if materials had been more colorful and hands-on. Many tutors commented that they wished they had more ways to teach sight words and felt that they were under trained in teaching these areas.

How do Kindergarten students who struggle with reading see themselves as readers and learners in terms of the tutoring sessions?

Participating students participated in a *Kindergarten Student Voice Semi-Structured Interview*. Students were prompted to answer each question using the same emoticon faces from each tutoring session.

Additional comments provided by the student are mark by an italics number and written out in the note section below the table.

Table 10

Student Feedback at the conclusion of each cohort

		Fall			Spring				
		Payton	Bailey	Oliver	Payton	Bailey	Vivienne	Adam	Matt
How do you feel when you know the name of a letter?	😊		😊	😊	😊	😊	😊	😊	😬 & 😊
How do you feel when it's tutoring day?	😊		😊	😬	😊	😊	😊	😊	😊
How do you feel when you do Games?	😊 1	😊	😊	😊	😬	😊	😊	😊	😊
How do you feel when you do Letters and Sounds?	😬		😊	😊	😊	😊	😊	😬	😊
How do you feel when you do Wonderful Words?	😊		😊	😬	😊	😊	😊	😬	😊
How do you feel when you do Open Pages?	😊		😊	😬 2	😊	😊	😊	😊	😊
How do you feel after you meet with your tutor?	😊		😊	😬	😬	😬	😊	😊	😊

How does your tutor feel when you do well?	😊	😊	😊	😊	😊	😊	😊	😊
When You go to the tutor and feel sad or mad, how does your tutor make you feel?	😐 3	😊	😐	😊	😊	😊	😊	😊
How does your tutor want you to feel?	😊	😊	😐	😊	😊	😊	😊	😊
What is your favorite thing you do with your tutor?	Play Games	Color ⁴	Play Bingo ⁵	White Boards ⁶	Play Games	Playing Bingo	Playing Bingo	Play Games

Note. 😊- means they really enjoyed that activity. 😐 -means that they thought the activities were okay. 😐- means that the students disliked the activity. 1- Likes playing games the best. 2 – I like to do the reading. 3- Kinda good. 4 –I like her and want her to come back. 5 – It makes me happy when my reading buddy comes. 6 –Because I get to write all over it and she has to erase it.

Using the results for the *Kindergarten Student Voice Semi-Structured Interview*, the program was evaluated on what students found to be enjoyable. According to the data, five of the six students felt happy at the end of tutoring and felt happy to be reading books during *Open Pages* time. Correspondingly five of the six students responded that they were happy on tutoring days. This data also shows that the participants were happy when they did well and sad when then did not do as well. However, some students knew their tutors wanted them to feel happy with the exception of one student.

Overall, students responded positively to the program and their tutors. There are some students that did not enjoy selected sections of the sessions due to their individual

reading weaknesses. One student, Oliver, said that he did not like *Open Pages* because he would rather read himself than to have someone read to him.

The research questions under investigation in this study were supported using the above results. In the following chapter, I will interpret these results, share limitations, and share next steps for research.

Chapter 5

Discussion

This chapter includes discussion of the implications of the findings. Recommendations for future tutoring programs will be shared along with description of challenges that were encountered in this study. Findings will be connected to other research in the field.

Elements of effective after-school tutoring programs for struggling readers

Based on other effective tutoring programs (Johnson, Invernizzi, & Juel, 1998; Moore-Hart & Karabenick, 2009; and Vadasy, Jenkins, Antil, Wayne, & O'Connor, 1997) and Tutor in a Bag, several conclusions can be made. One-on-one tutoring is crucial to the success of a tutoring program (Johnson, Invernizzi, & Juel, 1998; Moore-Hart & Karabenick, 2009; Vadasy, Jenkins, Antil, Wayne, & O'Connor, 1997). This allows the tutor to focus on one student's needs. It is important for parents to commit to the program, insuring that students attend regularly. With experience, the supervisor can match tutors and students based on interest and personality.

Having a set time and place to meet for sessions is helpful to establish a pattern and routine. Based on tutor feedback, a larger space may decrease distractions and increase student attention. In addition, space that is solely designated for tutoring would limit interruptions.

Providing a lesson plan format helped tutors stay on track in both planning and in insuring the inclusion of necessary components at each session. Games and activities provided to tutors were color coded according to each section of the lesson plan. This helped tutors select appropriate games for each section.

Previous tutoring programs, Book Buddies (Johnson, Invernizzi & Juel, 1998) and the Community Tutors for At-Risk Beginning Readers (Vadasy, Jenkins, Antil, Wayne & O'Connor, 1997) provided the majority of materials to tutors to assist in planning each week. This helped tutors by limiting the time they had to spend finding and producing materials for each session. This was also found useful in the Tutor in a Bag program. All materials, other than the weekly book for *Open Pages*, were provided. The materials included in the backpack were engaging for students through hands-on activities. Puzzles and the Build-a-skill where students create their own books based on sight words or sound patterns were often a chosen activity. Tutor feedback indicated that it would have also been helpful if the games and activities looked interesting to the students. They thought that if the games and activities looked more colorful and exciting, student engagement would increase. When students are engaged in activities they are more likely

to build the skills that the activity is trying to reinforce. Students preferred activities in which they played against or with their tutor. For example, the alphabet and sight word bingo games were often chosen because both the student and the tutor had a game board and were playing the game together. Some tutors reported a need for more sight word games, as they felt that there was a lack of variety in these activities. Tutors wanted more than just flashcards, bingo, and the sight word activity sheet. Future iterations of this program should include more sight word options and games. Tutors also found that having some sort of reward for intermittent checks of on-task behavior were beneficial and motivational.

A detailed and explicit training before the program starts was important. This set tutors' expectations for preparing for each session, gave them knowledge on the background of the program and explained the purpose and goal of the project. Initial training coupled with on-site support for tutors through a program coordinator allowed tutors to have questions answered and problems solved as they occurred. Tutors in this study also benefited from seeing and receiving an explanation of the lesson plan format to see what a typical session would look like and what was expected from them in each session. Two tutors joined the program late and missed the formal training. They thought that having a formal training at the beginning would have been much more helpful. This shows just how important that initial training program is so that the tutors feel comfortable, prepared and knowledgeable about the program from the beginning.

Tutor feedback suggested on-going training throughout the cohort to regroup and regain focus on the overall goal of assisting their struggling readers. Tutors also suggested including behavior management strategies in the training. This would help

tutors know what to do if their students had behavior issues during a session. Previous effective programs, like Book Buddies (Johnston, Invernizzi & Juel, 1998) saw the benefit in having some training or suggestions on behavior before the program began. In the Book Buddies Program tutors were provided with training on what to do if their student was not cooperating so that tutors had ideas of what to do before situations arose. An additional idea from the Community Tutors for At-Risk Beginning Readers program (Vadasy, Jenkins, Antil, Wayne, and O'Conner, 1997) was to role play a session at the initial training. This would allow tutors to experience what a session would be like, gain an idea of the time management of each session, and what it is like to work with a student before starting the cohort.

In addition to having on-going training throughout the cohort, it was beneficial to have an on-site supervisor to provide on-going feedback. This helped tutors to address concerns from each particular session. In Tutor in a Bag, tutors were able to write questions on their lesson plans and received feedback from the supervisor. They were also observed by the program supervisor and received feedback in the form of notes and discussion weekly. Feedback and support was also provided through email following sessions, as issues arose.

The findings of this study indicate that an effective tutoring program includes specific and intentional training, on-going support, one-on-one groupings, structured meetings, designated space and time, and useful materials provided. Exit interviews were conducted to learn about students' perceptions of the program and of themselves as readers.

Student Self Perception

Upon review of students' exit interviews, most seemed to enjoy spending time with their tutor, and they knew that their tutor wanted them to improve and feel good about themselves. Each student had certain areas of the sessions that they did not like. My opinion is that these were the areas in which students did not feel comfortable. For example, Adam who often struggled with the sounds of letters, said that he felt okay rather than good or bad with the portion of the lesson plan called *letters and sounds*. Most students do not like subject areas in which they struggle. However, some students might dislike a portion of a lesson in which they excel due to boredom. Like most kids the students felt good when they were understanding and getting things correct. Students indicated that they enjoyed their tutoring time, which also shows that students enjoyed the one-on-one time with someone that could help them build skills in areas in which they struggle. They wanted to learn and the sessions gave them a safe place to succeed and struggle without having the fear of being judged by a classmate. An important part of keeping students motivated and excited about learning to read was to stay positive and use activities that showed them that reading can be fun. When the students were playing games that they enjoyed they "got it" faster; it did not seem like work to them. Students also enjoyed having one-on-one time to talk about procedures in the sessions, to focus on what they like to do, and how they like to learn. Each tutor was able to learn about their students and adapt lessons to meet his or her needs.

Limitations

All students in this study were chosen from teacher recommendations, low scores on the kindergarten screener, and parent consent. Some students who may have needed the help could not obtain parent consent for various reasons. Many of the students who were

chosen were in the afterschool program, where they could go and wait for their parents in their normal everyday pick-up location. Transportation limitations could have affected the program receiving the lowest readers. The backpacks and choice of materials could be a limitation because it limited tutors with the materials that are available to them to work with the students. After tutoring, tutors gave ideas of other materials that they wished that they had been provided with. Funding also served as a limitation to the materials that could be purchased for the backpacks, including printing cost. Materials were printed in black and white to save money.

Another limitation of this study in the majority of tutors were teacher candidates in a teacher preparation program at Western Kentucky University. Their interest in education and past course work could have influenced their opinions and their abilities in tutoring sessions.

Recommendations for Future Research and Practices

Future iterations of this program should include additional ways to work on sight words and more tactile and colorful materials that would help to engage the students even more in each activity. Based on the activities that were used the most and those that students preferred, they want to have tangible objects that they can interact with. Students like to write and play games, making session time feel more like play and less like school. I would solicit participation from a variety of tutors from different ages and majors to further test how much the Tutor in a Bag Program allows for anyone to become a reading tutor. Future research should collect pre and post data on participants of the tutoring program and same age peers who do not participate in a tutoring program to compare growth.

Conclusions

Tutor in a Bag: Reaching Struggling Readers was created to benefit anyone interested in tutoring struggling readers, regardless of previous training. From this qualitative case study, several lessons were learned. Within tutoring sessions, key elements focus on letter and sound knowledge, phonological/phonemic awareness and phonics skills, sight word knowledge, and book reading. To prepare successful tutors, initial training and on-going support must be provided consistently. Materials should be research based, engaging, and hands-on for students. Tutors and students should be matched in one-on-one pairs to allow tutors to focus on student needs and to allow relationships to build trust among pairs.

This program gave students a safe place to receive individualized instruction in early reading skills that along with their classroom instruction, boosted reading ability. The majority of students improved knowledge in each of the early reading skills. Tutors improved and gained skills in tutoring struggling students in a one-on-one setting.

For those interested in beginning a Tutor in a Bag program, a tutoring guide website was created. This website provides important elements of training, a list of useful materials and activities, and example lesson plan format. This can be accessed at <http://lillianhoskinson57.wixsite.com/tutorinabag>.

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Appendix

Appendix A



Institutional Review Board
Office of Research Integrity
364 Tate Page Hall
270-745-2129; Fax 270-745-4221

APPLICATION FOR APPROVAL OF INVESTIGATIONS INVOLVING THE USE OF HUMAN SUBJECTS

The human subjects application must stand alone. Your informed consent document(s), survey instrument, and site approval / cooperation letter(s), should be attached to the application and referred to in your write up of the appropriate sections so that reviewers may read them as they read your application. Thesis proposals or other documents that are meant to substitute for completing the sections of the application will not be read and should not be attached. **Do not convert this document to .pdf format.**

1. Principal Investigator's Name: Lillie Hoskinson

Email

Address: lillian.hoskinson572@topper.wku.edu

Mailing Address: Minton Hall, Rm 211 1602 Avenue of Champions Bowling Green KY 42101

Department: Education/ Honors College Phone: (502)-370-6988

Completion of the Citi Program Training? ☒ Yes ☐ No(double click on box)

Found at www.citiprogram.org Date 11/22/15

Co-Investigator:

Email Address:

Mailing Address:

Department: _____ Phone: _____

Completion of the Citi Program Training? ☐ *Yes* ☐ *No*

Found at www.citiprogram.org Date _____

2. If you are a **student**, provide the following information:

Faculty Sponsor: Nancy Hulan Department: School of Teacher Education Phone: (270)-745-4324

Faculty Mailing Address: 1906 College Heights Blvd. #61030

Completion of the Citi Program Training? ☒ *Yes* ☐ *No*

Found at www.citiprogram.org Date 11/12/14

Student Permanent Address (where you can be reached 12 months from now):

127 Carriage Lane Georgetown, KY 40324

Is this your thesis or dissertation research? ☒ *Yes* ☐ *No*

Policy of Research Responsibility. The Western Kentucky University Institutional Review Board defines the responsible party or parties of the research project as the Principal Investigator and Co- Principal Investigator. In those cases when a student holds the title of Principal Investigator, the Faculty Sponsor (Advisor, Supervisor, Administrator, or general managing Council) will conduct oversight of the research project and share in the accountability to assure the responsible conduct of research. Researchers outside of the Western Kentucky University campus system are required to provide proof of training to obtain approval for WKU Human Subjects protocols. This proof must be presented by the Compliance Official at the researcher's institution to the WKU Compliance official. When no training requirement exists at the researcher's host institution, training must be conducted through affiliation of Western Kentucky

University CITI Program.org requirements. WKU faculty, staff, and students are required to complete the CITI Program Training modules outlined by the WKU IRB.

3. Project Period: Start upon IRB approval End
08/01/16

month, day, year

***Note:** Your project period may not start until after the IRB has given final approval.*

4. Has this project previously been considered by the IRB? ☐ Yes ☒ No

If yes, give approximate date of review:

5. Do you or any other person responsible for the design, conduct, or reporting of this research have an economic interest in, or act as an officer or a director of, any outside entity whose financial interests would reasonably appear to be affected by the research?

☐ Yes ☒ No

If "yes," please include a statement below that may be considered by the Institutional Conflict of Interest Committee:

6. Is a proposal for external support being submitted? ☐ Yes ☒ No

If yes, you must submit (as a separate attachment) one complete copy of that proposal as soon as it is available and complete the following:

a. Is notification of Human Subject approval required? ☐ Yes ☒ No

b. Is this a renewal application? ☐ Yes ☒ No

c. Sponsor's Name:

d. Project Period: From: To:

Funding receiving for Tutoring Program:

Honors College Development Grant- \$250

Student Government Association Scholar Development Grant- \$250

Both of these fund will go towards purchasing materials for the tutoring program, help to fund conference cost, and background checks for tutors of the program for the school district.

7. You must include copies of all pertinent information such as, a copy of the questionnaire you will be using or other survey instruments, informed consent documents, letters of approval from cooperating institutions (e.g., schools, hospitals or other medical facilities and/or clinics, human services agencies, individuals such as physicians or other specialists in different fields, etc.), copy of external support proposals, etc.
8. Does this project SOLELY involve analysis of an existing database? ☐ Yes
☒ No
9. Is there a plan to publish or present the findings from the research outside the department or university? ☒ Yes ☐ No

In the space below, please provide complete answers to the following questions. Add additional space between items as needed.

I. PROPOSED RESEARCH PROJECT

- A. Provide a brief summary of the proposed research. Include major hypotheses and research design.

Many students entering Kindergarten come without early reading experiences. Such students can benefit from intensive, on-going tutoring in early reading skills. Often, tutors may not have the background knowledge or the confidence to tutor struggling students. If tutors had access to training on best practices for helping struggling readers, then the tutoring process would be more effective. Our goals in this research project are to design and implement a tutoring program for struggling Kindergarten students in a high-poverty school. Research questions are:

- What elements are supportive of an effective after-school tutoring program for struggling Kindergarten students?
- What training is effective for tutors of struggling Kindergarten students?
- What tools and materials are most useful to tutors in working with struggling Kindergarten students?
- How do Kindergarten students who struggle with reading see themselves as readers and learners in terms of the tutoring sessions?

B. Describe the source(s) of subjects and the selection criteria. Specifically, how will you obtain potential subjects, and how will you contact them?

Are the human subjects – under 18 years of age, pregnant women, prisoners, or fetus/neonates? ☒ Yes ☐ No

The principal of a local high-needs elementary school has voiced his interest in a tutoring program for struggling Kindergarten students in his school. In addition, the superintendent of that school system has agreed to allow this tutoring to take place in the school. Once teachers have had time to administer the Kindergarten readiness assessments in the Fall of 2015, they will send consent forms home to parents of students who score below readiness on the assessments. Students who have consistent attendance and who return the consent forms will be considered for tutoring. Upon matching students with tutors, the PI will contact the parents with a phone call to make sure they are aware of when the child will begin tutoring sessions.

C. Informed consent: Describe the consent process and attach all consent documents.

Parent Consent. Kindergarten teachers will recommend students for participation in the study based on low readiness scores on a Kindergarten screener and consistent school attendance. Consent forms will be sent to these students' parents. The consent form explains the duration (semester), length (30 minutes/ once per week), day, time, and purpose of the tutoring sessions. It explains that students will be tested on early literacy skills and will receive instruction during these sessions, and that students will respond to a student interview upon completion of the sessions. It will explain that parents can choose to stop the tutoring sessions for their children at any time. In the case that any

parents do not provide consent, additional students will be selected. This will occur until consent is given for a sufficient number of students to match the number of tutors that have been trained at that point for the fall 2015 or spring 2016 tutoring sessions. Each tutor will work with one student. Once consent has been obtained, the PI will contact parents to insure that they understand the timeline and expectations of the study.

Tutor consent. Each Tutor will complete a background check, as required by the school district, and will have the approved document on file with the school district. Tutors will also complete the research consent forms indicating their intention to tutor Kindergarten students once per week for a semester, that they will not share information about the students they are working with beyond the facilitators of the project and the documents shared with project team. They will consent to allow the PI and research team to read their lesson plans and reflections. They will also agree to complete an online confidentiality and privacy training. Tutors will also have a background check run through the school.

- D. Procedures: Provide a step-by-step description of each procedure, including the frequency, duration, and location of each procedure.

The following procedures will be used:

1. Tutors will be selected from the WKU community and the Bowling Green community, at large. Members of student organizations such as Campus Crusade for Christ, sororities, fraternities, and members of community organizations such as area churches will be presented with the opportunity to tutor. Those who are interested will sign consent forms, agree to undergo background checks, and will undergo training. These individuals' names will be provided to the participating school for criminal background checks that will be paid for by the school or grants received for the project. Tutors will sign consent forms indicating their willingness to participate and share data about themselves.
2. Tutors will receive training on best practices for working with early struggling readers in early fall of 2015. The first training will occur before tutors meet with students and will include confidentiality safeguards, including the Warren County Confidentiality Training video. Following this training, tutors will sign to indicate that they have watched and understand the meaning and importance of confidentiality, and that they agree to practice such practices in their work with students. These forms will be kept in a locked filing cabinet in the literacy clinic resource room on WKU's campus.
3. Kindergarten students at the participating school will complete a kindergarten readiness test as part of their regular participation in the school system. The scores from this test will be used by kindergarten

teachers and the principal of the school to select students for the tutoring program. Those students who participate in After School activities through Community Action and who score below readiness on the screener will be selected, as their transportation and supervision have been discussed with the PI and representatives from Community Action.

4. The PI will assess each of the participating students on Letter Name knowledge, Phonemic Awareness skills, and Letter Sound knowledge before sessions begin.
5. Each tutor will be matched with a struggling reader based on low scores on the Kindergarten readiness screener and recommendations from Kindergarten teachers at the participating school. Upon receipt of consent forms from the students' parents, tutors will begin meeting weekly with students after school in designated areas of the school building.
6. The PI will collect lesson plans and reflections from tutors weekly.
7. Based upon analysis of lesson plans and reflections, the PI will provide on-going support and training for tutors according to the training schedule.
8. The PI will keep a log of anecdotal notes to inform future meetings, selection of students, trainings, etc. The PI will share the anecdotal notes with faculty sponsors monthly.
9. Tutors will meet with students each week for 30-minute sessions for the Fall semester (September-December). Students will be reevaluated on Letter Name Knowledge, Phonemic Awareness skills, and Letter Sound knowledge in December. Results will be used in conjunction with teacher feedback to plan next steps for the Spring semester 2016.
10. In early spring 2015, a new group of tutors will be trained and will be matched with students using recommendations from teachers.
11. Ultimately, this research will help to develop a tutoring program for struggling Kindergartners. In addition, a training manual will be developed for future tutors of struggling readers.
12. Data sources include tutor lesson plans including progress data, Kindergarten student voice feedback, and tutor survey.
13. Because the students who will receive tutoring will come from an afterschool program, tutors will meet students at the location of the afterschool program and then go to a designated tutoring area. After the tutoring session, students will be returned to the afterschool program by checking back in with the supervisor of the after school program. The principal investigator will make sure students are signed back into the program before leaving the elementary school after each session. In the event that the PI is not at the school due to illness, a lead tutor or the faculty advisor will be assigned the role of checking to make sure that all students have been returned to the after school area after the session. After school workers will have phone numbers of all tutors and of the PI and faculty sponsor in case of emergency or if questions arise.

- E. How will confidentiality of the data be maintained? (Note: Data must be securely kept for a minimum of three years on campus, and describe how participants will be protected)

Data will be securely kept in a locked file cabinet in the faculty sponsor's office for a minimum of three years.

- F. Describe all known and anticipated risks to the subject including side effects, risks of placebo, risks of normal treatment delay, etc.

There are no anticipated risks associated with this project beyond normal everyday experiences.

Transportation/pickup Protocol:

Students selected to be tutored will come from an after school program already in place at the school. Tutors will go there to pick up the students, report to designated tutoring area. After the tutoring session, tutors will then walk students back to where the after school program meets and check the student in with an adult. The principal investigator will check in with after school program staff to ensure all students have been checked back in after the program before leaving the school property.

- G. Describe the anticipated benefits to subjects, and the importance of the knowledge that may reasonably be expected to result.

Benefits to students receiving tutoring include improved literacy skills and kindergarten readiness, which can positively impact their future academic success. Benefits for tutors include a broader knowledge of ways to help children with reading and early literacy skills. Benefits to teachers include increased abilities of their students in the classrooms as a result of tutoring sessions.

- H. List of references (if applicable):

Additions to or changes in procedures involving human subjects, as well as any problems connected with the use of human subjects once the project has begun, must be brought to the attention of the IRB as they occur.

INFORMED CONSENT DOCUMENT

Parental Consent

Project Title: Tutoring Kindergarten Students in Early Reading Skills

Investigator: Lillian Hoskinson, WKU- Honors College and School of Teacher Education, (502) 370-6988 and Dr. Nancy Hulan, School of Teacher Education, (270) 745-4324.

Your son or daughter is being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your signed agreement to allow your son or daughter to participate in this project.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask him/her any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have.

If you then decide to allow your son or daughter to participate in the project, please sign on the last page of this form in the presence of the person who explained the project to you. You should be given a copy of this form to keep.

1. **Nature and Purpose of the Project:** Your child has been identified as a good candidate to receive extra help with reading skills. This project will match your child with a tutor who he/she will meet with one time each week for 30-minutes after school at Dishman McGinnis Elementary School. Your child will practice naming letters, play rhyming and sound matching games, read and listen to books, and practice reading words. This extra practice each week is meant to help boost your child's reading skills.

2. **Explanation of Procedures:** Each week your child will meet with a tutor after school for 30 minutes for the rest of the semester during the time that they are in the after-school program. Your child's tutor will meet with him or her in a designated place in the school and will return your child to the afterschool program supervisor after tutoring. Reading tests will be used to help the tutor plan the best tutoring sessions

possible for your child. After all of the sessions have been completed, your child will answer questions to a researcher about how he/she felt about the tutoring sessions.

3. **Discomfort and Risks:** There are no known risks associated with this project for the student. He or she will meet within the school setting with a tutor who has undergone a background check and training on literacy tutoring.

4. **Benefits:** This project has the potential of benefitting students who receive tutoring by improving their reading skills. Students who read on grade level are much more successful in all areas of school than students who do not read on grade level.

5. **Confidentiality:** Your child's identity will be kept confidential through the use of pretend names (pseudonyms) in correspondence with the principal investigator and in observation notes.

6. **Refusal/Withdrawal:**

Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

Signature of Participant

Date

Witness

Date

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY

THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD

Paul Mooney, Human Protections Administrator

TELEPHONE: (270) 745-2129

INFORMED CONSENT DOCUMENT

Tutor Consent

Project Title: Tutoring Kindergarten Students in Early Reading Skills

Investigator: Lillian Hoskinson, WKU- Honors College and School of Teacher Education, (502) 370-6988 and Dr. Nancy Hulan, School of Teacher Education, (270) 745-4324.

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your signed agreement to participate in this project.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask him/her any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have.

If you then decide to participate in the project, please sign on the last page of this form in the presence of the person who explained the project to you. You should be given a copy of this form to keep.

1. Nature and Purpose of the Project: You have agreed to tutor a Kindergarten student during the 2015-2016 school year, once per week for a semester. You will receive training on best practices for teaching early literacy skills to at-risk Kindergarten students. You will also submit lesson plans to the principal researcher each week and will receive feedback and continuing training on literacy instruction as questions arise

and your student progresses. You will work with the student to practice naming letters, play rhyming and sound matching games, read books, and practice reading beginning sight words. This extra practice each week is meant to help boost the child's reading skills and will hone your teaching skills in a new way.

2. **Explanation of Procedures:** In late August (for Fall tutors) or mid-January (for Spring tutors, you will receive an orientation and initial training in early reading instruction. You will be matched with a struggling Kindergarten student at Dishman McGinnis Elementary School. One day each week you will meet with the student after school for 30 minutes for the rest of the semester. After all of the sessions have been completed, you will respond to a survey related to your experience. On-going training and feedback will be provided by the Principal Investigator.

3. **Discomfort and Risks:** There are no known risks associated with this project for the tutor.

4. **Benefits:** This project has the potential of benefitting students who receive tutoring by improving their reading skills. Students who read on grade level are much more successful in all areas of school than students who do not read on grade level. This project will also benefit the tutor in that he/she will gain knowledge and experience in the reading process and in best practices in literacy instruction.

5. **Confidentiality:** Your identity will be kept confidential through the use of pretend names (pseudonyms) in correspondence with the principal investigator and in observation notes.

6. **Refusal/Withdrawal:**

Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

Signature of Participant

Date

Witness

Date

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD

Paul Mooney, Human Protections Administrator

TELEPHONE: (270) 745-2129

INFORMED CONSENT DOCUMENT

Student Consent

Project Title: Tutoring Kindergarten Students in Early Reading Skills

Investigator: Lillian Hoskinson, WKU- Honors College and School of Teacher Education, (502) 370-6988 and Dr. Nancy Hulan, School of Teacher Education, (270) 745-4324.

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your signed agreement to participate in this project.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask

him/her any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have.

If you then decide to participate in the project, please sign on the last page of this form in the presence of the person who explained the project to you. You should be given a copy of this form to keep.

1. **Nature and Purpose of the Project:** You have been identified as a good candidate to receive extra help with reading skills. This project will match you with a tutor who he/she will meet with you one time each week for 30-minutes after school at Dishman McGinnis Elementary School. You will practice naming letters, play rhyming and sound matching games, read and listen to books, and practice reading words. This extra practice each week is meant to help boost your reading skills.

2. **Explanation of Procedures:** Each week you will meet with a tutor after school for 30 minutes for the rest of the semester. You will arrange for someone to pick him/her up afterward. Reading tests will be used to help the tutor plan the best tutoring sessions possible for you. After all of the sessions have been completed, you will answer questions to a researcher about how you felt about the tutoring sessions.

3. **Discomfort and Risks:** There are no known risks associated with this project for you.

4. **Benefits:** This project has the potential of benefitting students who receive tutoring by improving their reading skills. Students who read on grade level are much more successful in all areas of school than students who do not read on grade level.

5. **Confidentiality:** Your identity will be kept confidential through the use of pretend names (pseudonyms) in correspondence with the principal investigator and in observation notes.

6. Refusal/Withdrawal:

Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

_____	_____
Signature of Participant	Date
_____	_____
Witness	Date

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD

Paul Mooney, Human Protections Administrator

TELEPHONE: (270) 745-2129

Appendix B. IRB Letter of Approval



*INSTITUTIONAL REVIEW BOARD OFFICE OF
RESEARCH INTEGRITY*

DATE: August 7, 2015

TO: Lillian Hoskinson

FROM: Western Kentucky University (WKU) IRB

PROJECT TITLE: [764490-2] Tutoring Struggling Readers in Kindergarten

REFERENCE #:IRB 15-430

SUBMISSION TYPE: Revision

ACTION: APPROVED

APPROVAL DATE: August 7, 2015

EXPIRATION DATE: August 1,2016

REVIEW TYPE: Full Committee Review

Thank you for your submission of Revision materials for this project. The Western Kentucky University (WKU) IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Full Committee Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of August 1, 2016.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Paul Mooney at (270) 745-2129 or irb@wku.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Western Kentucky University (WKU) IRB's records.

Appendix C. Training Protocol/Agenda

Tutoring in a Backpack Fall 2015 Tutor Training Agenda

- I. Introduction**
 - a) Lillie Hoskinson
Email: lillian.hoskinson572@topper.wku.edu
Phone number: (502)-370-6988
 - b) Background on the project
- II. Confidentiality Video and Signature Forms**
- III. Tutoring Protocol**
 - a) Tutoring Days- Tuesday's from 3:00 – 3:30
 - b) Tutoring School- Dishman McGinnis Elementary School
- IV. Lesson Plan Format/ Game Review**
 - a) Setting the Stage
 - b) Games(Phonemic Awareness)
 - c) Letters/Sounds
 - d) Wonderful Words
 - e) Open Pages
- V. Back Pack Overview of Other Materials**
 - a) Signature Form
- VI. Tutoring Protocol: Weekly Expectations**
- VII. Students' Information**
- VIII. Tutor Consent Forms**

Appendix D.

Kindergarten Student Voice Semi-Structured Interview Questions

Student has large emoticons (smiley face, sad face, mad face, etc.) to hold up after each question, but will use words to explain his/her answer to the last question. Researcher will ask the question and document student emoticon responses and any verbal responses provided.

How do you feel when you know the name of a letter?

How do you feel when you get to meet with your Reading Buddy?

How do you feel when you do

- Games
- Letters and Sounds
- Wonderful Words
- Open Pages

How do you feel after you meet with your tutor?

How does your tutor feel when you do well?

When you go to the tutor and feel sad or mad, how does your tutor make you feel?

How does your tutor want you to feel?

What is your favorite thing you do with your tutor?

Appendix E.

Tutor Survey
(this will be administered on SurveyMonkey)

1. What was most effective in the training you received for this project?
2. What was least effective in the training you received for this project?
3. What materials did you find most useful to your tutoring sessions?
4. What do you wish had been included in the tutoring backpack?
5. How could this experience be improved for future tutors?
6. What advice would you offer to future tutors of struggling Kindergarten students?

Appendix F.

Items included in the Tutoring Backpack:

Backpack
White Board/Markers
Dry Erase Packet
Alphabet Bingo Game
ABC Puzzle
Sight Word Flash Cards
Alphabet Flash Cards
Crayons
Glue
Counters
Dice
Folder
Sticker Chart
Stickers
Rewards (Stickers, pencils, erasers).

Games:

Phonological Awareness- Matching Rhyme Time
Phonological Awareness- Rhyming A-lot-Oh
Phonological Awareness- Rhyming Game
Phonological Awareness- Rhyme Time
Phonological Awareness- Rime House
Short and Long Vowel Build-a-skill activities
Beginning and Ending Constant Sounds Build-a-Skill activities
Alphabet Knowledge- Letter Border
Alphabet Knowledge- Letter Tap Stack
Phonics- Alphabet Tile Name Sort
Phonics- Letter Sound Correspondence- Where's That Sound?
Sight Word Bingo
Sight Word Part 1-Build-a-Skill activities
Sight Word Part 2 Build-a-Skill activities

Appendix G. Sticker Chart

Tutor in Bag Sicker Chart:

Phonemic Awareness Games	
Wonderful Words	
Letter Names and Sounds	
Open Pages	

Appendix H- Budget.

Total Budget \$1100

\$500- Honors Development Grant

\$500- Student Government Association

\$100- Western Kentucky Reading Council Mini- Grant
















Budget for One Backpack:

Item	Dollar Amount
Backpack	\$15
Printing Cost of the games and activities	\$15
Other Materials (White boards, glue, counters, dice, scissors, crayons)	\$10
Alphabet Bingo Set	\$10
Rewards (stickers, pencils, erasers)	\$5
Total	\$55

Five total backpacks were created in all for a total amount of \$275 for backpacks.

Before the second cohort new rewards were purchased for \$15 and the games and activities that were used in the first cohort were replaced. The remaining funds were used to present at conferences.

Appendix I: Lesson Plan.

Tutoring Session Date:	Tutor:		
Student initials:	Urgent issues?		
Setting the Stage	  		
Games (Phonemic Awareness)	  		
Letters and Sounds (Letter Name and Sounds)	  		
Wonderful Words (Sight Words)	  		
Open Pages (Read/Reread Books)	  		

Appendix J: Individual Student Cases

The following tables detail student scores on various assessments. In addition, tutor notes from lesson plans are included for each pair of student-tutors. Within lesson plan tables the following short hand is used: The games or activity used for each section of the lesson plan is listed by name. Then the tutors initial is first, followed by the student initials. Both the tutor and the student provided feedback with emotion on how the activity went. The numbers in each box, list the order that the sections of the lesson plans were completed after *Setting the Stage*.

Payton

Core Phonics Survey

	9/17/15 (Pre-assessment)	End of Fall (Post assessment)	2/16/16 (Pre-assessment)	5/10/16 (Post assessment)
Part A: Letter names upper case	26/26	26/26	26/26	25/26 Lacking I
Part B: Letter names lower case	23/26 Lacking- j,q, & v	24/26 Lacking-j & g	26/26	26/26
Part C: Consonant Sounds	18/21 Lacking- m, v,& p	18/21 Lacking- y,p,q	17/21 Lacking- x,y,p,w	20/21 Lacking I
Part D: Long Vowel Sounds	5/5	5/5	5/5	5/5
Part D: Short Vowel Sounds	1/5 Lacking- e,I,a,u	5/5	4/5 Lacking-i	5/5
Part E: Short Vowels in CVC words	2/15	9/15	10/15	14/15 Lacking sut
Part F: Consonant blends with short vowels	0/15	1/15	0/15	13/15 Lacking spell & qued

CORE Phonological Segmentation Test

	9/17/15 (Pre-assessment)	End of Fall (Post assessment)	2/16/16 (Pre-assessment)	5/10/16 (Post assessment)
Part A: Sentence into Words	4/5	1/5	5/5	5/5
Part B: Words into Syllables	8/8	6/8	8/8	8/8
Part C: Words into Phonemes	10/10	8/10	10/10	10/10
Total	22/23	15/23	23/23	23/23

CORE Graded High-Frequency Word Survey

	9/17/15 (Pre-assessment)- Words Correct	End of Fall (Post assessment)	2/16/16	5/10/16 (Post assessment)
List K	2	9	10	10/10
List I	Was not tested	11	20	23/24 Lacking that
List II	Was not tested	5	11	23/24 Lacking this

9/17: Lacking- can, to, in, the , is, on, you, & it. Paxton just started telling letters. End of Fall Lacking – List K(on), List I (will, me, was, then, of, said, what, but, they, that, not, with, her), List II (all, your, this, how, as, were, out, could, from, down, when, get, had, them, him, would, just, his, there).

2/16/16- List I(will, then, said, what) List II(all, could, when, get, had, them, him, would, just, his, there).

Fall Lesson Plan Components and Activities

Dates	Games	Letters and Sounds	Wonderful Words	Open Pages
September 22, 2015	Rhyming A-Lot-Oh & Matching Rhyme Time EH :/ P- ☺	Letter Recognition & Beginning & Ending Consonant Sounds- Build-	Sight Word 1 Flash Cards, Sight Word Bingo EH :/, P ☺	<i>Berenstain Bears & The Truth</i> by Stan & Jan Berenstian

November 17, 2015 Order after <i>Setting the Stage.</i>	Rhyming Board Game EH ☺ P :/ 2	Phonics Flash Cards Shore e Part 1 EH ☺ P :/ 5	Flash Cards & Sight Words Part 1 EH ☺ P :/ 3	The Berenstain Bears EH ☺ P :/ 4
December 1, 2015 Order after <i>Setting the Stage.</i>	Short Vowels Bild-A-Skill EH ☺ P :/ 3	Phonics letter-sound correspondence EH :/ P :/ 5	Build-A-Skill Sight Word 2 EH ☺ P :/ 4	<i>Aqroris Hair</i> by Robert Munsch EH ☺ P ☺ 2
December 8, 2015 Order after <i>Setting the Stage.</i>	Phoneme Matching EH ☺ P ☺ 4	Flash Cards-Phonics EH ☺ P ☺ 3	Sight Word Build-A-Skill Part 2 EH ☺ P ☺ 5	<i>The Poky Little Puppy</i> by Janette Lowry EH ☺ P ☺ 2

Spring Lesson Plan Components and Activities.

Dates	Games	Letters and Sounds	Wonderful Words	Open Pages
February 16, 2016	Did not complete due to assessment day.	ABC Puzzle VG- ☺ P- ☺	Did not complete due to assessment day.	Did not complete due to assessment day.
February 23, 2016 Order after <i>Setting the Stage.</i>	Rhyme Time and Rhyme House VG- ☹ P- 3	Alphabet Knowledge: Letter Recognition VG- ☺ P- ☺ 4	Wonderful Words Activity Sheet. VG- ☺ P- ☺ 5	<i>Green Eggs and Ham</i> VG- ☺ P- ☺ 2
March 1, 2016	Rhyming A-Lot-Oh & Rhyme House VG- ☺ P- ☺	Alphabet Bingo & Letter-Sound Correspondence VG- ☺ P- ☺	Wonderful Words Activity and Flash Cards.	<i>The Cat in the Hat Comes Back.</i> VG- ☺ P-☺

Order after <i>Setting the Stage.</i>	2	4	VG- 😊 P- 😊 5	
March 15, 2016	Rhyming Board Game and Rhyme Time VG- :) P- 😊	Letter Border and What's that Sound? VG-😊 P- 😊	Wonderful Word Game and Sight Word Bingo VG- 😊 P- 😊	<i>Goodnight Moon</i> VG- 😊 P-😊
Order after <i>Setting the Stage.</i>	3	4	5	2
March 22, 2016	Phoneme Matching & Rhyming Game VG- 😊 P- 😊	Alphabet Bingo and Where's that Sound? VG-😊 P 😊	Flash Cards and Wonderful Words Activity Sheet. VG- 😊 P- 😊	<i>Hop on Pop</i> VG- 😊 P- 😊
Order after <i>Setting the Stage.</i>	4	2	5	2
March 29, 2016	Rhyme-A-Lot- Oh & Rhyme House VG- 😊 P-	Alphabet Bingo and ABC Puzzle VG- 😊 P- 😊	Flashcards and writing VG- 😊 P- 😊	<i>Oh the Places You'll Go.</i> VG- 😊 P-😊
Order after <i>Setting the Stage.</i>	3	4	5	2
April 12, 2016	Rhyme Time and Rhyming Game VG- 😊 P- 😊	Alphabet Bingo and Where's that sound? VG- 😊 P- 😊	Flash Card and Wonderful Word Sheet VG- :/ P-	<i>Hunches in Bunchess</i> VG- 😊 P- 😊
Order after <i>Setting the Stage.</i>	4	3	5	2
April 19, 2016	Rime House and Rhyme Time VG- 😊 P 😊	Letter Recognition and Alphabet Bingo VG- 😊 P- 😊	Wonderful Words Activity & Flash Cards VG- 😊 P- 😊	<i>If I Ran the Zoo.</i> VG- 😊 P- :/

Order after <i>Setting the Stage.</i>	5	3	4	2
April 26, 2016	Rhyming Board Game and Rhyme Time	Alphabet Bingo and ABC Puzzle	Wonderful Words Activity Sheet and Sight Word Bingo	<i>Mr. Brown Can Moo</i>
Order after <i>Setting the Stage.</i>	:/	☺	☺	☺
May 2, 2016	Rhyming with White Board & Rhyme Time	Alphabet Bingo and ABC Puzzle	Flash Cards & Wonderful Words Activity Sheet	<i>Marvin K. Mooney will you please go away?</i>
Order after <i>Setting the Stage.</i>	VG- ☺ P-☺	VG- ☺ P ☺	VG- ☺ P- ☺	VG- ☺ P- ☺
	4	3	5	2

Anecdotal Notes:

FALL

9/22-

Tutor: Setting the Stage- Ask P about his day and conducted interest inventory. Both said ☺ E chose the book because the Berenstain Bears were her favorite as a child.

Lillie: Paxton said there is an “o” in his name when he was working with letters. The upper and lower case matching game he really seemed to like. Paxton could read some words and tell what those words had in common. When he was working on reading words, he was sounding them out. Erin used all the cards for the game (only lay out a few), P got overwhelmed. E pulled the games out when she went over the faces with p for the day, when she forgot to do them as she went.

9/29-

Tutor: Setting the Stage ask about day and favorite part of last week. Both said ☺.

Lillie: P was really talkative when he came in. When playing the rhyming game, he didn't seem to tell him the words, he wanted to do it on his own. E needs more work on controlling p and keeping him on task. E need to come in more organized to keep p on task.

10/13-

Tutor: Setting the Stage: asked about his day and best thing about fall break. Both said ☺
E said “Payton had a tough time paying attention today. He got distracted easily but when he wanted to learn, he picked up the material quickly.”

Lillie: P came in, in rare form. May need something to motivate him. P was self-correcting when making mistakes. E is not planning out the activities and is throwing too much in front of him. Paxton really wants to write the letters and words. A good activity for him would be Environmental print. He looks around the room to find words to spell.

October 20-

Tutor: Setting the Stage, asked about day and asked if he got his book. Both said ☺ E said, “P paid much better attention today & learned a lot more sight words. He picked them up quickly. We only did sight words today cause that’s what he needs the most help on.”

Lillie: P really likes to work on sight words and writing. He prefers to use the white board to practice writing. This week I told E to use environmental print from around the art room. P may need activities that get him up and moving. May need to use a checklist to get motivated. On this day too much time was spent on sight words and part of the lesson plan was not touched. Sent out email to all tutors to remind them that all portions of the lesson plan must be completed every session.

October 27-

Tutor: Setting the Stage: asked about day and asked him about his Halloween costume. Both said ☺ E said, “P did much better this week. He did well with his short vowels, only having trouble with short e. He’s getting better with his sight words & learning to spell them but struggled with knowing which way the letters go. He really enjoyed the book.

Lillie: E told P all the activities and let him decide what order they were going to work with them. P wanted to work with more challenging words. Sounding out words that he wanted to know how to spell. E struggled with showing authority, maybe more of this should be taught in training. P wants papers to take home each week. P is really excited to share about the activities with the faces.

November 10-

Tutor: Setting the Stage- Ask about the day and if he was excited for Thanksgiving. Both said ☺ E said, “P is recognizing the sight words more easily & only needs assistance in the beginning with the long vowels. Once I give him the sound he can sound out the words. We read his book about Minecraft this week and he really enjoyed it. After each activity we read a couple pages of his book.”

Lillie: P was more into the lesson. He used the red face more today. P really wanted to read his Minecraft book that he just bought. Still enjoying writing.

November 17-

Tutor: Setting the Sage: Ask about day and Thanksgiving. Both said ☺ E said, “P was very upset in the beginning about not going to the computer lab but once I got him motivated it went smoothly. He really enjoys sitting and me reading to him. He is getting better at sounding out the words to know if they rhyme or not. Sight words are getting better each week.

Lillie: P was upset about people leaving for computer lab before him. Once he got started he was on task. E used good prompting for what words rhythms, used animals that P would know.

December 1-

Tutor: Setting the Stage: Asked about Thanksgiving and the day. Both said ☺ E said, “P did much better focusing today, especially during the book. He keeps getting better each week with the sight words & sounding out the vowels in order to be able to spell them. He actually said he enjoyed tutoring today! ☺”

Lillie: P upset that he did not bring back his Minecraft book to share with E. P picked the order of activities again. He always wants to write. On one of the games that a letter had to be picked to work with, E let P choose it.

December 8-

Tutor: Setting the Stage asked about Christmas and told him it was the last day. Both said :/. E said, “P came in crying today because he forgot his Minecraft book but soon got over it when I started reading him my book. P loves being read to. Each week he gets better with recognizing words & knowing which sounds belong and which ones do not. P’s focus skills have improved over the semester.

Lillie: P was upset again that he did not bring his book and was sad that he was the last day and he would not be able to share the book with E again. P wanted to read a second book that day with E. He said his favorite game was when he got to write words and letters.

SPRING

February 16-

Tutor: Setting the Stage: Interest Inventory. V said P was very excited because it is his birthday. Letters and Sounds- sang alphabet song after the puzzle.

Lillie: Complete beginning assessment with P.

February 23-

Tutor: Setting the Stage: P told tell a story about the day. Both said ☺. Games V said he didn’t want to listen. Letters and Sounds: struggled with (x, y, p, w, and i). He said the letter, then the sound, and then gave a word that starts with the letter. Wonderful Words:

He included a sentence with the words that we went over. Worked on “will, down, one and like”. Open Pages: He really liked the story.

Lillie: P gives great examples of words for each letter, bigger vocabulary for a Kindergarten student. Wanted to make a sentence with each sight word.

March 1-

Tutor: Setting the Stage: He told V what he was going to wear for wacky Wed. Games: P liked rhyming A-Lot- Oh. Letter and Sounds, they play three times Alphabet Bingo is his favorite. Wonderful Words: P liked to use the white boards. Open Pages: P enjoyed the story.

Lillie: P was working very hard, excited about the book that V brought, *Cat in the Hat Comes Back*. Did a great job matching letters on Alphabet Bingo. He kept talking about Wacky Wednesday.

March 16-

Tutor: Setting the Stage: P told a story about the day. Both said ☹ because P got in trouble at school. Games: He liked both of the games. Letters and Sounds: He liked picking out the letters and putting them together. Wonderful Words: He had fun drawling on the white board. Open pages He loved the story.

Lillie: P wanted to try read *Goodnight Moon*, he did pretty well. V gave choice of the next activity to P. On the alphabet puzzle V was having him complete it in order, but, he wanted it to be harder and not to do it in order. When he finished the puzzle he wanted to sing the alphabet song.

March 22-

Tutor: Setting the Stage: P told a story about his day. He is also excited about Wacky Wed. Both gave ☺. Games: P liked both of the games. Open Pages: He loves books that rhyme.

Lillie: P asked if they could do “Open Pages” first. P was very excited to be with his tutoring buddy. P really understand one card out.

March 29-

Tutor: Setting the Stage: Story about his day, he was excited because he learned to write 1000 today. Both said ☺ Games: he was not focused at all. Letters and Sounds: He love Alphabet Bingo. Wonderful Words: He loves using the white board. Open Pages: He enjoyed to book.

April 12th-

Tutor: Setting the Stage: His teacher brought him a shell from the beach. Both gave ☺.
 Games: he likes to find the rhyming match. Letters and Sounds: loves alphabet Bingo.
 Wonderful Words: had trouble listening. Open Pages: he liked the book.

Lillie: P was very excited to come to tutoring today. Seems to be enjoying tutoring more, doesn't really come in sad anymore. He works very hard on his games. P likes to give sentences when he works with the sight words. He started a sentence with, "with" and V told him that you cant start a sentence with "with" and asked him for a new sentence. One was a question and V pointed it out.

April 19th –

Tutor: Setting the Stage: Story about his day, he liked breakfast this morning. Both gave ☺. Letters and Sounds He liked picking out the letters in his name. Wonderful Words: loved using the white board. Open Pages: the book was a little too long, but he did enjoy it.

Lillie: started with the book Wanted V to pick out stickers for the chart. V asked P what he wanted to do next. Excited that he could spell at, and he likes to give sentences with his sight words.

April 26th-

Tutor: Setting the Stage: Story about his day. both gave ☺

Lillie: Excited to come to tutoring. P says that his favorite game is Alphabet Bingo. P wanted to write the sight word and give a sentence to go along with each. P sometimes thinks that V is being mean, when she corrects him. Today while reading the book he repeated the page after V read it.

May 3rd-

Tutor: Setting the Stage: P came in crying because he got in trouble. Gave ☹. Games: he liked using the white board. Letters and Sounds: he loved Alphabet Bingo. Wonderful Words: He constructed awesome sentences today.

Lillie: Came in, in a bad mood because he got in trouble in the hall right before tutoring time. He turned his mood around though. In Bingo he wants to pick the next letter card. Sentences with his sight words.

Bailey

Core Phonics Survey

	9/17/15 (Pre-assessment)	End of Fall (Post assessment)	2/16/16 (Pre-assessment)	5/10/16 (Post assessment)
Part A: Letter	7/26	22/26	25/26	25/26

names upper case	Lacking- D,N,S,Z,L,H,T,Y,E,M, R,P,W,U,F,Q,V,I	Lacking- N,H,U,G	Lacking - U	Lacking – J
Part B: Letter names lower case	5/26 Lacking- d,a,n,z,l,h,t,y,e,o,m,w U,g,q,v,i	20/26 Lacking – d,n,w,u,b,q	21/26 Lacking- d,j,l,u,q	22/26 Lacking d, j, b, q
Part C: Consonant Sounds	1/21 Lacking-d,l,n,s,x,z,j,t,y,p,h M,r,k,w,g,b,f,q,v	14/21 Lacking – d,n,h,w,b,f,q	16/21 Lacking- d,l,h,g,v	19/21 Lacking d & q
Part D: Long Vowel Sounds	0/5	4/5 Lacking- u	4/5 Lacking-o	0/5
Part D: Short Vowel Sounds	0/5	1/5 Lacking- e,i,a,u	3/5 Lacking- e & u	5/5
Part E: Short Vowels in CVC words	0/15	0/15	0/15	6/15 Lacking mat, let, bun, fit, bat, set, dit, pem, fap
Part F: Consonant blends with short vowels	0/15	0/15	0/15	0/15

CORE Phonological Segmentation Test

	9/17/15 (Pre- assessment)	End of Fall (Post assessment)	2/16/16 (Pre- assessment)	5/10/16 (post assessment)
Part A: Sentence into Words	0/5	0/5	2/5	5/5
Part B: Words into Syllables	1/8	0/8	1/8	8/8
Part C: Words into Phonemes	0/10	0/10	0/10	10/10
Total	1/23	0/23	3/23	23/23

CORE Graded High-Frequency Word Survey

	9/17/15 (Pre-assessment)- Words Correct	End of Fall (Post assessment)	2/16/16	5/10/16 (post assessment)
List K	1	6	6	9/10 lacking the
List I	Not Tested	0	0	0
List II	Not Tested	Not Tested	Not Tested	Not Tested

9/17/15 – Lacking List K(a, can, to, in, the, is, on, you, it)

End of Fall- Lacking List K(can, in, on, it)

2/16/16- Lacking List K(in,on,you,it)

Fall Lesson Plan Components and Activities.

Dates	Games	Letters and Sounds	Wonderful Words	Open Pages
September 22, 2015 Order after <i>Setting the Stage.</i>	Rhyme Time MM- :/ B ☹ 5	Alphabet Knowledge- Letter Names MM- ☺ B- ☺ 3	Sight Words Part 1 MM- :/ B- :/ 4	<i>Dr. Seuss's ABC Book.</i> MM- ☺ B- ☺ 2
September 29, 2015 Order after <i>Setting the Stage.</i>	Phoneme Matching MM- :/ B- ☺ 5	ABC Puzzle and Phonics Flash Cards MM- ☺ B- ☺ 3	Sight Word Flash Cards MM- ☺ B- ☹ 4	<i>Dr. Seuss's ABC Book.</i> MM- ☺ B- ☺ 2
October 13, 2015 Order after <i>Setting the Stage.</i>	Rime House MM- ☺ B-☺ 4	Alphabet Bingo MM- ☹ B- ☺ 5	Sight Word Flash Cards MM - :/ B- :/ 2	<i>Brown Bear, Brown Bear, What do you see?</i> MM- ☺ B-☺ 1
October 20, 2015	Build-A- Skill Short A	Alphabet Puzzle and Alphabet Knowledge	Sight Word Flash Cards	<i>If You give a Mouse a Muffin.</i>

Order after <i>Setting the Stage.</i>	MM- ☺ B- ☺ 5	MM- ☺ B ☺ 3	MM- ☺ B-:☺ 4	MM-☺ B-☺ 2
October 27, 2015	Rhyming A- Lot-Oh	Phonic Flash Cards & Letter- Sound Correspondence	Tracing on dry erase board.	<i>Princess Sporkle- Heart gets a Makeover.</i>
Order after <i>Setting the Stage.</i>	MM- ☺ B-☺ 5	MM- ☺ B☺ 3	MM- ☺ B- ☺ 4	MM- ☺ B-☺ 2
November 10, 2015	Rhyming A- Lot-Oh	Beginning Sound Picture Cards	Sight Word Bingo	<i>Zack's Alligator</i>
Order after <i>Setting the Stage.</i>	MM- ☺ B- ☺ 4	MM- ☺ B- ☺ 5	MM- :/ B ☺ 3	MM-☺ B- ☺ 2
December 1, 2015	Rhyme Time	Alphabet Puzzle & Alphabet Knowledge Letter Recognition	Sight Word Bing	<i>Giraffes Can't Dance</i>
Order after <i>Setting the Stage.</i>	MM- ☺ B- ☺ 5	MM-☺ B- ☺ 4	MM- ☺ B- ☺ 3	MM- :/ B- ☺ 2
December 8, 2015	Short e and short I sound.	Phonics Flash Cards and writing letters on board.	"I, have, and a Fold a book & Flashcard and wrote words on white board.	<i>If you give a Mouse a Muffin</i>
Order after <i>Setting the Stage.</i>	MM- :/ B- ☺ 5	MM- ☺ B- ☺ 2	MM- ☺ B- ☺ 4	MM- ☺ B- ☺ 3

Spring Lesson Plan Components and Activities.

Dates	Games	Letters and Sounds	Wonderful Words	Open Pages
February 23, 2016	Matching Rhyme Time	Letter Recognition	Sight Word in story.	<i>Giggle, Giggle, Quack</i>
Order after <i>Setting the Stage.</i>	☹ 4	:/ 3	☹ 5	:/ 2
March 1, 2016	Rhyme Time	Letter Recognition	Sight Word Bingo	<i>Mr. Brown can Moo! Can You?</i>
Order after <i>Setting the Stage.</i>	JC- ☺ B- ☺ 5	JC- :/ B- ☺ 3	JC- :/ B- ☺ 4	JC- ☺ B- ☺ 2
March 15, 2016	Phoneme Matching	Letter Recognition	Sight Word Bingo	<i>If You give a Moose a Muffin</i>
Order after <i>Setting the Stage.</i>	JC- ☺ B- ☺ 3	JC- :/ B- ☺ 5	JC- :/ B- ☺ 4	JC- ☺ B- ☺ 2
March 22, 2016	Rhyming A-Lot-OH	Where's that Sound?	Rainbow Sight Words	<i>Im Bored</i>
Order after <i>Setting the Stage.</i>	JC- ☺ B- ☹ 4	JC- :/ B- ☺ 3	JC- ☺ B- ☺ 5	JC- :// ☺ B- ☺ 2
March 29, 2016	Rhyme Time	ABC Bingo	Rainbow Words	<i>I want my hat back.</i>
Order after <i>Setting the Stage.</i>	JC- ☺ B- ☺ 5	JC- ☺ B- ☺ 3	JC- ☺ B- ☺ 4	JC- ☺ B- ☺ 2
April 12, 2016	Rhyme Time	ABC Puzzle	Flash Cards	<i>Where the Wild Things are</i>
Order after <i>Setting the Stage.</i>	JC- ☺ B- ☺ 4	JC- ☺ B- ☺ 3	JC- ☺ B- ☺ 5	JC- ☺/ :/ B- ☺ 2
April 19, 2016	Phoneme Matching	Letter Recognition	Sight Word Bingo	<i>MCelligots Pool</i>
	JC- ☺ B- ☺	JC- ☺ B- ☺	JC- :/ B- ☺	JC :/ B- ☺

	4	5	3	2
April 26, 2016	Rhyme Time	Alphabet Bingo	Rainbow Words	<i>Ten Apples on Top.</i>
Order after <i>Setting the Stage.</i>	JC- ☺ B- ☺ 5	JC- ☺ B- ☺ 3	JC- ☺ B- ☺ 4	JC- ☺ B- ☺ 2
May 3, 2016	Phoneme Matching	Alphabet Puzzle	Sight Word Bingo	<i>The Pigeon Needs a Bath</i>
Order after <i>Setting the Stage.</i>	JC- ☺ B- ☺ 4	JC- ☺ / : / B- ☺ 2	JC- ☺ B- ☺ 5	JC- ☺ B- ☺ 3

Anecdotal Notes:

September 22-

Tutor: Setting the Stage: Interest Inventory. No faces recorded. Games: B said it was too easy. M said it as easy but she doesn't seem to get it. Letters and Sounds: focused on letters A, X, J, C, O, K, B. Reviewing them and did very well. Wonderful Words: Worked on "I", "a", "am", "not", "have" She doesn't know sight words. B said it was boring. Open Pages: B wants this book to be brought back and B helped to turn the pages.

Lillie: *Cat in the Hat* was used to work on letters and sounds. B wanted to hold ½ of the book. B would say the names on the cards along with M.

September 29-

Tutor: Setting the Stage: More Interest Inventory questions and asked about the school day. Both gave ☺ Games: B felt like she knew her sounds. M said she looks for me to give her the answers. Letters and Sounds: B knew them. M said sang ABC song a lot and knew most sounds. Wonderful Words: Worked on "I", "like", "can", "see", "the", "have", "a", "am", "not". B couldn't remember the words. M said she did very well, but got shy. Open Pages: B liked the books and M said that she followed along and said each of the letters.

Lillie: Had B, turning pages and read parts that she could read. Completed the alphabet puzzle in order. B had trouble focusing on some of the games. When going over sight words ,repeated multiple time and in different orders each time.

October 13-

Tutor: Setting the Stage: ask about day and Fall Break. Both said ☺. Games: M said B did very well on rhyming words. Letters and Sounds: B guessed every letter. Wonderful Words: Worked on "have", "am", "not", "look", "I", and "a". B said it was boring and M

said she is guessing and not really looking at the words. Open Pages: M said B really helped to read along.

Lillie: B would sing the Alphabet song to figure out the letter that came next. Completed alphabet bingo, rime house. And sight words.

October 20-

Tutor: Setting the Stage: Asked about weekend and talked about recess. Both said :/, says she didn't say much about her day. Games: M says she seemed to understand and B liked that she got to use the white board. Letters and Sounds: B loves puzzles. M said she is getting better at letter recognition. Wonderful Words: Worked on "a", "not", "have", "am", and "I". M says that she is just guessing words from last week, not looking at words. Open Pages: M said that B loved the book and asked a lot of questions.

Lillie: Alphabet Puzzle, doesn't like when I sit next to their table, dry erase pocket to trace words, B would pull cards together as they matched. When B did not know letter, M would say what picture was on the card and she was able to say letter. For example, P "Penguin".

October 27-

Tutor: Setting the Stage: asked about school day. Both said ☺. Games: a lot with S & C sounds. Letters and Sounds: word hard on distinguishing between M and V sounds. Wonderful Words: worked on "I", "a", "not", "have", and "am". Emphasized on these words only, but need to change up b/c she is only guessing. Open Pages: B loved the book and made predictions.

Lillie: Final and Initial sound of "M", M had some card that worked and others that did not. For sight words, they went over them a few times and then wrote sight words on a packet. B was very interested in the book that they were reading.

November 10-

Tutor: Setting the Stage: asked about day and talked about Thanksgiving. Both said ☺ M said B was very talkative about her weekend. Games: Worked on "boat, clock, bed, duck" Rhyming words. MM- said B thought she did good, but she was not interested, she matched beginning sounds and not the end. Letters and Sounds: Worked on letters "b, c,d, f,g, h" M said she was very well and enjoyed it and that she is confident in her work. Wonderful Words: Worked on "not, have, am, I, and a". Introduced "like, can, see, the". B said she like the card and M said she guesses on words and didn't like bingo. Open Pages: M said B was very attentive and asked questions about the book.

Lillie: B really like the book today.

November 17- K tutored for M today. M was sick. B tried to spell "little" and was so close. B was thrown off at first with not have M, but then got more comfortable and was

excited to read *More Spaghetti I Say*. B wanted to write her own name. B also wanted to read the book that she brought with her. Sight Word Bingo- made it personalized by putting Brittany's name and had pictures drawn on the bingo board. K also spaced out the words on the Bingo board so they were not so many words.

December 1-

Tutor: Setting the Stage: asked about Thanksgiving Break and Christmas Break. MM said :/ because B never talks about her day. Games: Worked on ending sounds "Fox, Box & House and Mouse. B said she liked it. M said she guessed on all of them and she tried to take a nap. Letters and Sounds: M said B was able to distinguish M and V and wasn't able to before. Wonderful Words: B liked Bingo and M said she guessed every time. Open Pages: B liked the giraffes and tried to guess what was going to happen next. M said she tried to look ahead in the book.

Lillie: Really interested in the book. B got pouty when she didn't know the letter. B yelled Bingo excitedly when she got Bingo. She asked M where she was last week.

December 8-

Tutor: Setting the Stage: Asked about day and Christmas break. Both said ☺ Games: M said that B was able to recognize M, N, O, U and was not able to before. Wonderful Words: M said B did well on writing the words and that she loved coloring and did great with writing out sight words. Open Pages: B: asked questions throughout the book and helped to turn the pages.

Lillie: B could write her own name and was excited to show it. Liked to do coloring along with the activity.

SPRING

February 23-

Tutor: Setting the Stage: asked if she did anything fun in class today, she said recess. :/. Games: She was not understanding the concept of rhyme. Letters and Sounds: Sung the alphabet with B, to go over sounds of letters. Focused on "b,d,u,j,q" struggled with u and t. Wonderful Words: Focused on "was, he, and on" She did not participate. Open Pages: B only paid attention for half of the book.

Lillie: Need to start a sticker chart for motivation, B was not wanting to listen to J.

March 1-

Tutor: Setting the Stage: Ask her about Dr. Seuss week, B said she is dressing up for wacky Wednesday. Games: Understood Rhyming well. Letters and Sounds: had B sort letters based on if they are in her name or mine focused on I, e, and d. Had problem with w and u. Wonderful Words: Focused on "he, in, up, as, and, and". Had a few problem with some of the sight words, esp. ones beginning with "w". Open Pages: choose book because it is Dr. Seuss week and B likes animals.

Lillie: Said the sounds with J. She struggled with the sounds are her own. Wanted to write more. Sounds with letter that works with both B and J's name. B seemed to like sight word bingo, wanted J to have a board as well.

March 16-

Tutor: Setting the Stage: B didn't have recess today and was not happy about it. Both gave :/. Games: B recognized each one. Letters and Sounds: focus in "j,w,u, & b" Asked sounds when saying letter names. Had trouble with "w" and lowercase j". Wonderful Words: Focused on "with, the, she". Struggled with the word "from". Open Pages: choose book because B likes funny stories and animals.

Lillie: B was interested in the book. B understand and is great at One card out. Sticker chart seems to be helping. Loves playing sight word bingo. Jade reviewed sounds from the week before and then introduced new ones. Work to review sounds with both upper and lower case letters.

March 22-

Tutor: Setting the Stage: ask her if she has plans for easter/ egg hunt. B does not so she gave :/. Games: was not focused and had trouble finding a rhyming word. Letters and Sounds: had some trouble, but was sounding out the words and trying. Open Pages: she really liked the story but continued to imitate it & giggle.

Lillie: B wanted to start with reading the book today. Very giggly and excited to be a tutoring today. In the book b noticed "I'm" and she said that is not how you spell am. B was choosing which activity to go next. B is struggling with rhyming. B does not like when she gets something wrong. When playing initial and final sound game play four cards and then pointed to the beginning and end of each card and then moved them to appropriate spot.

March 29th-

Tutor: Setting the Stage: B is excited because she is going to her cousin's house this weekend. Both gave ☺. Games: Focused on "w,u, & y" she got all letters correctly. Wonderful Words: Worked on "you, from, in, it, and as".

April 12th-

Tutor: Setting the Stage: Asked about Spring Break. B went to the park ☺. Games: B got all correct. Letters and Sounds: Struggled with "y, z, w, and u". Wonderful Words: worked on "you, he, not, and it" struggled with "you". Open Page: was a little of task.

Lillie: ask B, which game she wants to do first. When she got a rhyme she would say rhyme time. She seems to be getting the concept of rhyming down pat. When working with a hard sight word J moved on to come back and work with it again, when B seemed frustrated.

April 19th-

Tutor: Letters and Sounds words: “box, gifts, bow, and umbrella. Wonderful Words: worked on “down, all, & you”.

Lillie: Started with the book, but was not into the book today. Really wanted to play Sight Word Bingo. B decided what sheet she wanted and what sheet J was going to play with. J went over the words with her before they played. B guessed the letters of the words, on words that she didn’t know. B shuts down when she doesn’t know a word. She puts her head down and pouts and takes a lot to pull her back in. Got excited when she got a bingo. Struggling putting sound in the word “down” she said it was “dog” and kept adding /g/.

April 26th-

Tutor: Setting the Stage: asked about recess. ☺. Games: got 100%. Alphabet Bingo- focused on w, y, and z. Wonderful Words: worked on “you, not, the, she, he”.

Lillie: Started with the book. For Alphabet Bingo, B got to pick the next card. J had her say the sound with the letters. Wanted J to have her own board. Yelled Bingo and had a victory dance. B wanted to draw the smiley faces on the sheet. B started to give sentences with her sight words. In Rhyme Time B said that rhyming means words can have the same ending.

May 3rd-

Tutor: Setting the Stage: What fun things did you do today and this weekend? ☺ Games: remind difference between rhyming and the beginning of words. Letters and Sounds- struggled with “j and y”. Wonderful Words- Worked on “you, from, as, she, and the”.

Lillie: Alphabet puzzle with sounds, struggled with J and Y. J broke the ½ alphabet puzzle into chunks to look at a few at a time. B wanted to read the story along with J. J explained a unknown word (filthy) to B. B wanted to draw the smiley faces on the sheet.

Oliver

Core Phonics Survey

	9/17/15 (Pre-assessment)	End of Fall (Post assessment)
Part A: Letter names upper case	24/26 Lacking- Z,I	26/26
Part B: Letter names lower case	22/26 Lacking-d,a,l,b	24/26 Lacking- l,w
Part C: Consonant Sounds	0/21	20/21

	Just naming the letters.	Lacking- 1
Part D: Long Vowel Sounds	5/5	5/5
Part D: Short Vowel Sounds	0/5	5/5
Part E: Short Vowels in CVC words	0/15 Just named the letters	2/15
Part F: Consonant blends with short vowels	0/15	0/15

CORE Phonological Segmentation Test

	9/17/15 (Pre-assessment)	End of Fall (Post assessment)
Part A: Sentence into Words	0/5	3/5
Part B: Words into Syllables	4/8	8/8
Part C: Words into Phonemes	0/10	10/10
Total	4/23	22/23

CORE Phoneme Segmentation Test

	9/17/15 (Pre-assessment)	End of Fall (Post assessment)
Phoneme Test	0/15	0/15

CORE Graded High-Frequency Word Survey

	9/17/15 (Pre-assessment)- Words Correct	End of Fall (Post assessment)
List K	1	7
List I	Not Tested	7
List II	Not Tested	Not Tested

9/17/15- Listed the letters in each of the words.

End of Fall- List K (to, in,on, you) List I(will,and,up,are)

Fall Lesson Plan Components and Activities.

Dates	Games	Letters and Sounds	Wonderful Words	Open Pages
September 22, 2015 Order after <i>Setting the Stage.</i>	Alphabet Puzzle AM- ☺ O- ☺ 2	Rhyme Time AM- :/ O- ☺ 3	Sight Word Flash Cards AM- ☹ O- ☺ 4	<i>Hop on Pop</i> AM- ☹ O-☺ 5
September 29,2015 Order after <i>Setting the Stage.</i>	Alphabet Puzzle AM- ☺ O- ☺ 2	Alphabet Knowledge AM- ☺ O- ☺ 3	Sight Words1 AM- ☺ O- ☺ 5	<i>Winnie the Pooh's A-Z</i> AM- ☺ O-☺ 4
October 13, 2015 Order after <i>Setting the Stage.</i>	Bingo AM- ☺ O- ☺ 2	Rhyming AM- ☺ O- ☺ 3	Flashcards No Faces recorded 5	No Faces Recorded 4
October 20, 2015 Order after <i>Setting the Stage.</i>	Did not complete this portion of the Lesson Plan- ran out of time 3	Alphabet Puzzle- AM- ☺ O- ☺ 3	Sight Word Flash Cards AM- ☺ O-☺ 4	<i>Elmo's ABC Song</i> AM- ☺ O- ☺ 2
October 27, 2015 (No Order provided)	Phoneme Matching AM- ☺ O- ☺	Writing Practice AM- ☺ O- ☺	Flashcards AM- ☺ O- ☺	<i>Shiver me Letters!</i> AM- ☺ O- ☺
November 11, 2015 Order after <i>Setting the Stage.</i>	Rhyming A-Lot-Oh AM- :/ O- :/ 3	Letters & Recognition is Name game. AM ☺ O- ☺ 2	Flashcards AM- ☺ O- ☺ 5	<i>Where's Spot</i> AM- ☺ O- ☺ 4
November 17, 2015	Rhyme House	Writing Practice	Flashcards	<i>Where's Spot? And Elmo's ABC</i>

Order after <i>Setting the Stage.</i>	AM- ☺ O- ☺ 5	AM- ☺ O- ☺ 2	AM- ☺ O- ☺ 4	AM- ☺ O- ☺ 3
December 1, 2015	Rhyme Time	FlipBooks	Practiced writing and reading words.	<i>Spot's Birthday Party</i>
Order after <i>Setting the Stage.</i>	AM ☺ O- ☺ 5	AM- ☺ O-☺ 2	AM- ☺ O- ☺ 4	AM- ☺ O-☺ 3
December 8, 2015	Rhyming Board Game	Initial and Ending Sounds	"I Can Read Books"	<i>Andy the Shy Giraffe</i>
Order after <i>Setting the Stage.</i>	AM- ☺ O- ☺ 2	AM- ☹ O- ☹ 5	AM- ☺ O- ☺ 4	AM- ☺ O- ☺ 3

Anecdotal Notes:

September 22nd-

Tutor: Setting the Stage: Interest Inventory, Both Said ☺ A said, O as shy at first, but sweet. Games: O loved putting in the pieces and A said that he is very good at the game. He knows is letters, even out of order. Letters and Sounds: O enjoyed the cards and A said that he understand rhyming. Struggled with sounds, just repeated A. Wonderful Words: No concept of sounds with letter names. Open Pages: O was excited to flip pages and hold the book.

Lillie: O was not motivated to answer the interest inventory questions. When completing the alphabet puzzle, O gave the sounds of each letter as he went without prompting. O loves High fives when he gets things right. O thought s and c sound the same. O wants things to take home. A asked him questions about pictures in the book ad they read. When going over sight words A gave examples on how each should be used. A brought stickers.

September 29th-

Tutor: Setting the Stage: Great Day! Both said ☺. Games: O knew all letters and sounds, improving so much on sounds. Letters and Sounds: Matched letters correctly. Wonderful Words- O knows- mom, I, and If. He is starting to put sounds together. Open Pages: enjoyed the book, he focuses more on the pictures more than the words.

Lillie: excited about ABC puzzle again. This time he gave examples of words that begin with each letter. O held the book while A read , he would help read on words that he knew.

October 13-

Tutor: Setting the Stage: O had a great fall break and day. Both said ☺. Games: O is enthusiastic about explaining letter sounds. Letters and Sounds: Rhyming is still a hard concept to grasp. Wonderful Words: O aced the sounds. Open Pages: O still has a hard time listening to the book and tends to only look at the pictures.

Lillie: Alphabet Bingo and he seemed to like it. When he would get a rhyming match he would flip them over. Likes the pictures on the alphabet cards.

October 20-

Tutor: Setting the Stage: O as excited about computer lab today. Both said ☺ Letters and Sounds: O used the Elmo card this week to proudly sing me the alphabet. Wonderful Words: O made huge progress putting his sounds together to make words, Worked on cat and dad. Open Pages: O loved reading about Elmo. He knew all the characters, better than me.

Lillie: Alphabet using the Sesame Street book. O would sing the ABC song to figure out the next letter. Practice writing with the white board and likes to do it. Asking what letter each word had and would say sound for each letter.

October 27-

Tutor: Setting the Stage: O had a good day but was hyper from the rain. Both said ☺ Games: O is really starting to understand that certain letters and sounds make up words. Letters and Sounds- O wrote all his letter on the whiteboard. Wonderful Words- worked on dad, be, and cat. O is making progress but still loves his high fives. Open Pages: Pirate ABC book. O loved finding the hidden letters in the pictures.

Lillie: Has to wash his hands before every session. Pirate ABC book, the book had the letter built into the pictures. Asked if he could write again this week. When write an word some letter were bigger than others. Reviewing a few sight words and introducing a few more. A scaffolds O well. Struggles with dad, be, and mom

November 11-

Tutor: Setting the Stage: Happy Birthday, O. He is having a great day. Both said ☺. Games: O still struggles with rhymes but enjoys the game. Letters and Sounds: Great Job. Wonderful Words: Worked on “mom”, “cat”, and “no”. Open Pages: O really enjoyed this book. Struggling to recognize sight words in the stories.

Lillie: It's O's birthday! Working on its, is, in, and up. If he doesn't know he says mom or cat.

November 17-

Tutor: Setting the Stage: O had a great day. Both said ☺ Games: O is slowly but surely understanding what it means for words to rhyme. Letters and Sounds: O writes his letters at the beginning of his session on his white board. (like a pro). Wonderful Words: Worked on “mom”, “no”, “it”, “is” O is improving on memorizing and recognizing his sight words. Open Pages: O wanted to read two books today. He loves reading *Where’s Spot?*.

Lillie: O wanted to read the “Door Book” again. *Where is Spot?* O said “let’s write some words” starting to pick up more sight words. Wanted to read two books.

December 1-

Tutor: Setting the Stage: Both said ☺ Games: O seems to be understanding rhymes a bit, He worked hard today. Letters and Sounds: We made animal& house item books. Very focused and worked hard. Wonderful Words: Worked on “mom”, “dad”, “dog”, “cat”, “it”, “if”. Practiced writing and reading the words. Open Pages: O truly enjoys the books he can touch and manipulate.

Lillie: started the day with writing his letter. Talked about Christmas a lot today, wanted to read *Where’s Spot* again. Car-→ Cat-→ Bat A used thing around the room to introduce sight words. O really liked making the little books.

December 8-

Tutor: Setting the Stage: O is enjoying his last days of school. Both said ☺ Games: O enjoyed & did a good job. Letters and Sounds: O was worn out and not responsive to this game. Wonderful Words: O was very thrilled to keep his books and was able to read clearly. Open Pages: O listened well and loved making the giraffe squeak.

Lillie: Started with letters. “that says the word dad”. Confused with final sounds. Liked the book. He takes off the initial sound when sounding out the words. Will guess if he doesn’t know something.

Adam

Core Phonics Survey

	2/16/16 (Pre-assessment)	5/10/16 (Post assessment)
Part A: Letter names upper case	24/26 Lacking- B, V	25/26 Lacking I
Part B: Letter names lower case	19/26	24/26 Lacking- d & b

	Lacking- l,h,t,g,b,q,v	
Part C: Consonant Sounds	14/21 Lacking- l,x,h,m,r,b,q	17/21 Lacking d, l,z,r
Part D: Long Vowel Sounds	5/5	2/5
Part D: Short Vowel Sounds	1/5 Lacking- e,I,a,o	5/5
Part E: Short Vowels in CVC words	1/15	7/15 Lacking- sip, mat, let, rut, fit, set, dit, pem
Part F: Consonant blends with short vowels	0/15	0/15

CORE Phonological Segmentation Test

	2/16/16 (Pre-assessment)	5/10/16 (Post assessment)
Part A: Sentence into Words	1/5	2/5
Part B: Words into Syllables	0/8	4/8
Part C: Words into Phonemes	0/8	0/8
Total	1/23	6/23

CORE Graded High-Frequency Word Survey

	2/16/15 (Pre-assessment)- Words Correct	End of Fall (Post assessment)
List K	7	9/10 Lacking you
List I	Not Tested	0
List II	Not Tested	Not Tested

2/16/16 List K(can, in, the)

Spring Lesson Plan Components and Activities.

Dates	Games	Letters and Sounds	Wonderful Words	Open Pages
March 1, 2016 Order after <i>Setting the Stage</i> .	Did not complete this part of the lesson plan.	Alphabet Knowledge KP- ☺ A-☺ 3	Did not complete this part of the lesson plan.	<i>Camed Frog on a Log.</i> KP- ☺ A- ☺ 2
March 15, 2016 Order after <i>Setting the Stage</i> .	Did not complete this part of the lesson plan.	Alphabet Flash Cards KP- ☺ A-☺ 4	Sight Word Flash Cards KP- :/ A- ☺ 3	<i>Open Wide!</i> KP- ☺ A- ☺ 2
March 22, 2016 Order after <i>Setting the Stage</i> .	Rhyme Time KP- ☺ A- ☺ 4	Letter Sound Chant KP- ☺ A- ☺ 5	Sight Word Bingo KP- :/ A- :/ 3	<i>Jake Johnson: The Story of a Mule</i> KP- ☺ A-☺ 2
March 29, 2016- Lillie Tutored today Order after <i>Setting the Stage</i> .	RhymingA-Lot-Oh LH-:/ A☺ 3	Letter Sound Correspondence LH- :/ A- ☺ 4	Sight Word Flash Cards LH- ☺ A- ☺ 5	<i>Wacky Wednesday</i> LH- ☺ A- ☺ 2
April 12, 2016	Phoneme Matching KP- ☺ A- ☺ 4	Alphabet Bingo KP- ☺ A- ☺ 5	Sight Word Flash Cards KP- ☺ A- ☺ 3	<i>Nothing Life a Puffin</i> KP ☺ A- ☺ 2
April 19, 2016 Order after <i>Setting the Stage</i> .	Rime House KP- ☺ A- ☺ 3	Letter- Sound Correspondence KP- :/ A- ☺ 2	Did not complete this part of the lesson plan.	<i>Goldilocks and the Three Dinosaurs.</i> KP- ☺ A- ☺ 2

April 26, 2016	Did not complete this part of the lesson plan.	Alphabet Bingo	Writing Sight Words on Board	<i>Let's Go Swimming with Mr. Sillpants.</i>
Order after <i>Setting the Stage.</i>		KP- 😊 A- 😊	KP- ./ A- 😊	KP- 😊 A- 😊
		3	4	2
May 3, 2016	Matching Pieces	Did not complete this part of the lesson plan.	Sight Word Bingo	<i>Double Trouble in Wama Waua</i>
Order after <i>Setting the Stage.</i>	KP- 😊 A- 😊		KP- 😊 A- 😊	KP- 😊 A- 😊
	4		3	2

Anecdotal Notes:

2/23- ABSENT

March 1-

Tutor: Setting the Stage: Interest Inventory and A talked about how he made a Cat in the Hat mask. Both said 😊. Letters and Sounds: Had trouble with B and b.

Lillie: talkative on the interest inventory. A was very into the book. Had a hard time matching the letters (upper and lower case) He is easily distracted.

March 16/16-

Tutor: Setting the Stage: A talked about how he got in trouble in school today. Both gave 😊. Letters and Sounds: Did well once focused. Wonderful Words: Had a hard time knowing the words and tried to read them backwards. He also had a hard time paying attention.

Lillie: Interested in the book. Reminding him to read from left to right. When trying to say a word, he would just say the letters. Didn't want to play alphabet bingo, said it was boring and wanted to do the same puzzle as P.

March 22-

Tutor: Setting the Stage: A talked about having two new sisters. Both gave 😊. Wonderful Words- had a hard time with "the". Open Pages: He really liked the book.

Lillie: started with the book. Excited when he got the sight words correct. Screams "rhyme time" when he matches rhymes.

March 29th-

Tutor: Setting the Stage- A talked about his day. Both gave ☺. Games: struggled with concept of rhyming. Wonderful Words- Worked on “all, but, with, at ,am, and by”

April 12th-

Tutor: Setting the Stage: A was upset that he got tallies in school. But his mom had her baby. Both said ☹.

Lillie: brought the book that he asked for and he seemed really into the book. The books character was African American like him. Telling lots of stories today, has a new baby sister. Likes to write on the white board.

April 19th-

Tutor: Setting the Stage: Good day, but didn't like getting cabbage for a snack. Both said ☺ Letters and Sounds: Had to change the rules a little. Wonderful Words- Worked on (hot, can,in, the, will, & and)

Lillie: A shows K his notes from school and wants her to change his tally marks. Started with the book. A wanted the book another Reading Buddy group had. Ask to go to the bathroom a lot. A will repeat the sound over and over again to decide if it is an initial or final sound. A was excited to play a new game.

April 26-

Tutor: Setting the Stage: A got another tally. Both said :/. Letters and Sounds: he liked this better when he could draw. The cards and tell when what the letter was and a word that starts with the letter. Wonderful Words: struggled when he couldn't see how the word was spelled.

Lillie: Was a little late today, because he got a tally. He was very into the book. For words, he does not know he just looks sad. Alphabet Bingo, he screamed bingo and wanted to play again. Wanted to write on the white board. Wants to give word and the give another word that starts with that letter.

May 3rd-

Tutor: Setting the Stage: A got another Tally. Both gave :/

Lillie: Sad that K won't be here next week. Showing her his homework. Wrote sight words on the board. K said the word “and” differently and it confused A. Liked playing sight word Bingo.

Matt**Core Phonics Survey**

	2/16/16 (Pre-assessment)	5/10/16 (Post assessment)
Part A: Letter names upper case	25/26 Lacking- I	26/26
Part B: Letter names lower case	25/26 Lacking-b	26/26
Part C: Consonant Sounds	19/21 Lacking- w,b	20/21 Lacking l
Part D: Long Vowel Sounds	0/5	0/5
Part D: Short Vowel Sounds	0/5	5/5
Part E: Short Vowels in CVC words	2/15	7/15 Lacking- sip, hog, rut, set, sut, dit, pem, fap
Part F: Consonant blends with short vowels	0/15	0/15

CORE Phonological Segmentation Test

	2/16/16 (Pre-assessment)	End of Fall (Post assessment)
Part A: Sentence into Words	5/5	5/5
Part B: Words into Syllables	8/8	8/8
Part C: Words into Phonemes	8/10	8/10
Total	21/23	21/23

CORE Graded High-Frequency Word Survey

	2/16/16 (Pre-assessment)- Words Correct	End of Fall (Post assessment)
List K	8	9/10 Lacking you
List I	4	5 lacking will, was
List II	Not Tested	Not Tested

2/16/16 List K(on,it) List I(will,up)

Spring Lesson Plan Components and Activities.

Dates	Games	Letters and Sounds	Wonderful Words	Open Pages
February 9, 2016 Order after <i>Setting the Stage.</i>	Matching Rhyme Time AW- ☺ 3	Alphabet Learning Puzzle AW ☺ 2	Did not complete this part of the lesson plan.	Did not complete this part of the lesson plan.
February 16, 2016 No order was provided.	Matching Rhyme Time AW- :/ M- :/ 	Letter Recognition and ABC Puzzle AW- ☺ M- ☺ 	Did not complete this part of the lesson plan.	<i>Hop on Pop</i> AW- ☺ M- ☺
February 23, 2016- M was late Order after <i>Setting the Stage.</i>	Did not complete this part of the lesson plan.	Did not complete this part of the lesson plan.	Flash Cards & Sight Word Bingo AW- ☺ M- ☺ 3	Finished <i>Hop on Pop.</i> Aw- ☺ M- ☺ 2
March 1, 2016- M was late	Rime House and Rhyming A-Lot- Oh AW- :/ M- ☺ 2	Alphabet Tile Name Sort & Alphabet Bingo AW- ☺ M-☺ 3	Did not complete this part of the lesson plan.	Did not complete this part of the lesson plan.

Order after <i>Setting the Stage.</i>				
March 15, 2016 Order after <i>Setting the Stage.</i>	Rime House & Rhyming A- Lot-Oh AW- :/ M- :/ 3	Did not complete this part of the lesson plan.	Sight Word Flash Cards AW- :/ M- ☺ 4	<i>Horton Hears a Who!</i> AW- :/ M ☺ 2
March 22, 2016 Order after <i>Setting the Stage.</i>	Rhyme Time & Rime House AW- ☺ M-☺ 3	Phonics Flash Cards and ABC Puzzle AW- ☺ M- ☺ 4	Sight Word Flash Cards AW- :/ M-:/ 5	<i>Nothing like a Puffin</i> AW- ☺ M-☺ 2
March 29, 2016 Order after <i>Setting the Stage.</i>	Rime House & Matching Rhyme Time AW- ☺ M- ☺ 5	Alphabet Tile Sort & Phonics Flash Cards. AW- ☺ M- ☺ 4	Sight Word Bingo & Flash Cards AW- ☺ M- ☺ 3	<i>Too Tired.</i> AW- ☺ M- ☺ 2
April 26, 2016 Order after <i>Setting the Stage.</i>	Rhyming Game and Rime House AW- ☺ M-☺ 4	Phonics Flash Cards & Tile Name Sort AW- ☺ M- ☺ 3	Flash Cards AW ☺ M☺ 5	<i>Only the Cat Saw</i> AW- ☺ M- ☺ 2
May 2, 2016 Order after <i>Setting the Stage.</i>	Rhyme Time & Rhyming Game AW- ☺ M- ☺ 3	ABC Puzzle and Alphabet Bingo AW- ☺ M-☺ 4	Did not complete this part of the lesson plan.	<i>Daivd Goes to School</i> AW- ☺ M- ☺ 2

Anecdotal Notes:

2/9-

Tutor: Setting the Stage: Interest Inventory A gave :/

Lillie: M is a talker-wants to tell lots of stories. Understood rhyming with the game. Knew ABC's in order. M likes to play the games.

2/16-

Tutor: Setting the Stage: How was your school day. Both gave ☺

2/23- M was late on this day.

Tutor: Setting the Stage: M had a great school day. Both gave ☺. Wonderful Words: M got some words correct but struggled with the /Th/. For sight word bingo he did great. Open Pages: M enjoyed the book.

Lillie: Loved *Hop on Pop*. A picked fewer words, which help M. M would pick out 'the' in them and there.

March 1-

Tutor: Asked M if he was excited for Wacky Wednesday, he is very excited. Both gave ☺. Games: Sometimes struggles to figure out rhyming words. Letters and Sounds: knows his letters well and loved bingo.

Lillie: Works really hard on the games. Spelled his name with the letter tiles. Seemed to like alphabet bingo.

March 16-

Tutor: Setting the Stage: M had a great day both gave ☺. Games: Was not confident in any answer that he gave. Wonderful Words: got 1/2 of his words correct. Open Pages: M liked the book, but had a hard time paying attention.

Lillie: interested in book. Told miss. A that he is not good at sight words. But he words hard a figuring them out.

March 22-

Tutor: Setting the Stage: Said he did his work today. Both gave ☺. Games: Starting to grasp rhyming. Letters and Sounds: needs to practice distinguishing between short and long vowel sounds, but knows his letters. Open Pages: M really liked the story.

Lillie: Started with the book. He wants to help clean up the game so they can move on quickly. Alphabet Flashcards for letters and sounds.

March 29-

Tutor: Setting the Stage: M had a great day both gave ☺ Wonderful Words: M struggles with sight words.

April 12th- ABSENT

April 19th- ABSENT

April 26th-

Tutor: Setting the Stage: Excited about having pizza for lunch, both gave ☺. Games: was a little distracted, good with rhyming today. Letters and Sounds struggled with the /ph/ sound. Open Pages: enjoyed story and used context clues to discover a character.

Lillie: Started with the Book. Letter in Name Game. A repeats the word slowly to help him see if it rhymes. He liked the board game. Worked on “it, like, to ,my , we, yellow, and so.”

May 3rd-

Tutor: Setting the Stage: M got in trouble for talking, it made him sad. :/.

Lillie: A points to the words so M can follow along in the book. Started with the book. Gave to may cards at once for the board game. A would take a turn. Telling M that rhyming means the ends sound the same

Vivienne

Core Phonics Survey

	2/16/16 (Pre-assessment)	5/10/16 (Post assessment)
Part A: Letter names upper case	25/26 Lacking- I	25/26 Lacking I
Part B: Letter names lower case	25/26 Lacking- g	26/26
Part C: Consonant Sounds	15/21 Lacking-s,x,z,j,h,m	21/21
Part D: Long Vowel Sounds	4/5	5/5
Part D: Short Vowel Sounds	2/5	5/5
Part E: Short Vowels in CVC words	0/15	15/15
Part F: Consonant blends with short vowels	0/15	10/15 Lacking- silk, sank, dilt, qued, cang

CORE Phonological Segmentation Test

	2/16/16 (Pre-assessment)	End of Fall (Post assessment)
Part A: Sentence into Words	4/5	5/5
Part B: Words into Syllables	4/8	8/8
Part C: Words into Phonemes	0/10	10/10
Total	8/23	23/23

CORE Graded High-Frequency Word Survey

	2/16/16 (Pre-assessment)- Words Correct	End of Fall (Post assessment)
List K	10	10/10
List I	3	23/24 Lacking her
List II	Not Tested	19/24 Lacking- how, out, could, down, would

2/16/16 – List I (will, are, was, then)

Spring Lesson Plan Components and Activities.

Dates	Games	Letters and Sounds	Wonderful Words	Open Pages
February 16, 2016 Order after <i>Setting the Stage.</i>	Did not complete this portion of the lesson plan.	Knowledge Letter Names & Letter Recognition 2	Did not complete this portion of the lesson plan.	<i>Pardon? Said the Giraffe</i> ☺ 5
March 1. 2016	Matching Rhyme Time & Rhyming A-Lot- OH SW- :/ V- ☺	Letter-Sound Correspondence, Alphabet Puzzle, & Beginning Sounds	Did not complete this portion of the lesson plan.	Did not complete this portion of the lesson plan.

Order after <i>Setting the Stage.</i>		SW- ☺ V- ☺		
March 15, 2016	Phoneme Matching & Rime House	Letter Sound- Correspondence, Ending sounds & Beginning Sounds	Sight Word Flash Cards	<i>Rhyming Dust Bunnies.</i>
Order after <i>Setting the Stage.</i>	SW- ☺ V- ☺ 3	SW- ☺ V- ☺ 2	SW- ☺ V- ☺ 4	SW- :/ V- :/ 5
March 22, 2016	Rhyming Board Game	Phonics Letter Recognition & Beginning and Ending Consonant Sounds SW- ☹ V- ☺	Did not complete this portion of the lesson plan.	Did not complete this portion of the lesson plan.
Order after <i>Setting the Stage.</i>	SW- ☹ V- ☺ 3	SW- ☹ V- ☺ 2		
March 29, 2016	Rhyming A-lot- Oh	Shape Book and Letter- Sound Correspondence	Did not complete this portion of the lesson plan.	Did not complete this portion of the lesson plan.
Order after <i>Setting the Stage.</i>	3	SW- :/ V- ☺ 2		
April 12, 2016	Phoneme Matching & Rhyme Time	Letter Recognition & Phonics Letter recognition.	Did not complete this portion of the lesson plan.	<i>Big Mean Dust Bunny</i>
Order after <i>Setting the Stage.</i>	SW- ☺ V- ☺ 3	SW :/ V ☺ 2		SW :/ V ☺ 4

April 19, 2016	Rime House & Rhyming A-Lot- Oh SW- :/ V- ☺	Practice writing letters SW ☺ V- ☺	Did not complete this portion of the lesson plan.	Did not complete this portion of the lesson plan.
April 26, 2016 Order after <i>Setting the Stage</i> .	Short Vowels & Rhyme Time SW- ☺ V- ☺ 4	Phonics Flash Cards SW- ☺ V- ☺ 5	Sight Word Flash Cards & Sight Word Bingo SW - ☺ V- ☺ 3	<i>Big Mean Dust Bunny</i> . SW- ☺ V- ☺ 2
May 3, 2016 Order after <i>Setting the Stage</i> .	Did not complete this portion of the lesson plan.	Did not complete this portion of the lesson plan.	Did not complete this portion of the lesson plan.	<i>I can Read with my Eyes Shut</i> . SW- ☺ V- ☺ 2

Anecdotal Notes:

February 16-

Tutor: Setting the Stage: Interest Inventory. Letters and Sounds: know letters well. Open Pages: struggled with ed, asked, giraffe, pardon, there. V said it was hard.

February 23- ABSENT

March 1-

Tutor: Games: V struggled in Rhyming A-Lot- OH. Letters and Sounds: knows her letters and sounds. Mixed a few sounds up at the beginning.

Lillie: quiet but hard worker. Initial and Final Sound- really good at sorting the cards. She likes to make the books.

March 16-

Tutor: Setting the Stage: played outside for a long time and excited to get home. Both said ☺ Games: Hesitated on saying answers. Letters and Sounds: struggled on letter-sound correspondence. Worked with sound of (b,c,d,t,v,w) Open Pages: I read first and then she did, she seemed to guess.

Lillie: likes to mark the similes on the sheet. Very intent and focused on the tutoring. Needs reassurance after a lot of choices. Rhyming Book.

March 22-

Tutor: Setting the Stage: her shoe broke, but she liked gym today. Both said ☺ Games: She went kind of fast, did understand rhyming. Letters and Sounds: struggled with being confident in her answers. Hard time knowing what the pictures are.

Lillie: She is still very quiet. Likes to work with a crayon. They played the board game.

March 29th-

Tutor: Setting the Stage: Made card for teacher's birthday. Both said ☺ Games: improving without help on rhyming. Sometimes mixes beginning and ending sounds. Letters and Sounds: mixed j & g, and d&b. not sure how to write g & p.

April 12th-

Tutor: Setting the Stage: Played Hide and Seek Outside today. Both said ☺. Games: improving rhyming skills. Letters and Sounds: mixed j & g, wrote p backwards. Open Pages: did well, didn't know a few sounds.

Lillie: really focused on each task. Like writing her letters (upper and lower on the white boards) S is very organized and had all the game laid out a ready to go. Speaks very softly. When giving clues to pictures S was very descriptive. Described the Lion manes. Understands rhyming.

April 19th-

Tutor: Setting the Stage: Yawned a lot :/. Games: Looks to me to see if she got correct answer before moving on. Letters and Sounds: practiced writing: g, j, p ,q both upper and lower case. Struggled with b and d.

Lillie: Writing letters like "Bb, Aa, Cc" Randomly as S ask her to write them. Sam would show her on the board if she doesn't know how to write them. V is good at knowing if words rhyme or not.

April 26-

Tutor: Setting the Stage: talked about how she liked puzzles. Both said ☺. Games: knows short vowel sounds and did better with rhyming. Wonderful Words: struggled with her vs here. Sight Word Bingo- sometimes could not find the word on the board. Open Pages: sometimes got letters mixed up but good at correcting herself.

Lillie: V is reading the book. Gave her a sucker after she finished reading the book. Sight word bingo with the words that they went over today. Words :Said, so , my, we, her vs here,, see, like, fun.

May 3rd-

Tutor: Setting the Stage: Played tag outside. Both said ☺. Open Pages: struggled with – ight, -ing, and "about".

Lillie: Majority of the time spent on the book.

